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OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ALLIANCE, INC.
Magistri Neque Servi



The Alberta School Trustees' Magazine

OFFICIAL ORGAN OF THE
ALBERTA SCHOOL TRUSTEES' ASSOCIATION

JUNE, 1931

Wealth or Welfare?

"A nation is not civilized because a handful of its members are successful in acquiring large sums of money and in persuading their fellows that a catastrophe will occur if they do not acquire it, any more than Dahomey was civilized because its king had a golden stool and an army of slaves. What matters to a society is less what it owns than what it is, and how it uses its possessions. It is civilized in so far as its conduct is guided by a just appreciation of spiritual ends, in so far as it uses its material resources to promote the dignity and refinement of the individual human beings who compose it. Violent contrasts of wealth and power, and an indiscriminating devotion to institutions by which such contrasts are maintained and heightened, do not promote the attainment of such ends but thwart it. They are, therefore, a mark, not of civilization, but of its imperfections, like the gold rings in the noses of barbarian monarchs, or the diamonds on their wives and the chains on their slaves. And since it is obviously such contrasts which determine the grounds upon which social struggles take place, and marshal the combatants who engage in them, they present, not, indeed, as is sometimes suggested, a conspiracy to be exposed, but a malady to be cured and a problem which demands solution."

—R. H. TAWNEY, Halley Stewart Lecture, 1929.

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Vol. XI

EDMONTON, JUNE, 1931

No. 10

Heard at the Recent Convention of the Alberta Educational Association

"OUR INTERNATIONAL RELATIONSHIPS"

An Address by DR. LUDWIG MUELLER

IN a splendid address to the Alberta Educational Association, Dr. Mueller told a thrilling story of conditions in Germany in the years immediately following the Great War. Taking as his subject, "Our International Relationships," the speaker said the years between 1914 and 1918 were the greatest catastrophe that mankind had ever seen. He firmly believed in the impossibility of any war in the future. If such were even remotely possible it would be a war of chemical devastation. Not only the soldiers at the front would bear the brunt of the slaughter but the women and children in the homes behind the lines would be victims of the catastrophe. He could see signs, however, of a new brotherhood of the human race. The time had come to forget old antagonisms. It should be the universal aim that such catastrophes should never be repeated. To secure this we should know more of each other. Closer contacts would have to be established. There was need for co-operation and mutual understanding.

Relating his personal experiences as an officer in the German army, Dr. Mueller told how, at the conclusion of hostilities, he had been elected as a delegate to a Congress of Communistic army leaders. Then came a period of the most terrible economic conditions. The mark dropped to the equivalent of four hundred thousand billion marks to the Canadian dollar. Men who had paid insurance for thirty years, when they got the money could do nothing with it. At one time he himself had looked at a cut of meat, wondering whether he could afford to buy it. He returned shortly after to find that the mark had fallen still further and it was altogether beyond his means. At one time he had bought a *bathing suit for a billion marks*. Rents were the only things that were low, for the government had stepped in to stabilize rents in order to avoid riots. For one year no one paid rent and the owners were supported by the State. Thirty per cent of school children came to school without breakfast. Most families lived in a single room without proper heating facilities. The "dole" system had to be introduced. Had the government not done this Germany would, no doubt, have become a Communistic republic.

At length, continued the speaker, largely through the efforts of Streismann and Hindenberg, the mark was stabilized so that a dollar was again worth four marks and twenty pfennig. In 1925 Hindenberg, at the age of 78, became President. What conflict was in his breast as he took office none could say. No longer was he the great military leader; he was the symbol of peace. As President he became the great stabilizing factor in international relationships and understanding.

Dr. Mueller next went on to sketch the rise of the National Socialist Movement in the German republic. In the general election of 1925 that party had only ten seats. Now it held one hundred and seven and was the second party in the State. Its slogan was, "A Square Deal for Germany." It claimed that Germany had been practically a prisoner of war for twelve years, and it was looking forward to the next disarmament conference with expectancy. The Socialist movement also regarded the Peace Treaty as unjust. It was not willing to pay for the war nor inflict such a burden on the children of the republic.

Continuing, Dr. Mueller stated that he had never seen such a state of nervousness and unrest as was evident in his native land when he left it nine weeks ago. He believed, however, that things would settle down. He was of the opinion that the twelve or fifteen men who held the destiny of mankind in their hands would realize their responsibility. Besides, we were coming to the conclusion now that, economically, no country could live apart from the other. There was no place for cut-throat competition. In addition there were other peaceful forces at work. In the schools of Germany the students were taught to read Shakespeare and English drama in English. It was the same also with French. This would create a new understanding and a new guarantee of peace. Nor was the German youth movement idle in this connection. Groups of students were constantly being interchanged. In recent weeks Germany had had visits from groups of young men from Great Britain, France and Switzerland, and had sent similar groups to these countries. These would all bring back a new understanding of the country visited and would do more to establish peace and good-will than any number of diplomatists. In the last analysis we were the people who had to decide whether we were to go up or desperately down.



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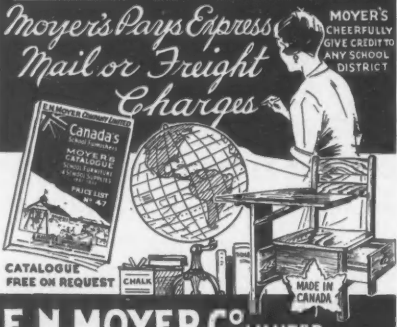
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"THE NEW EDUCATION MOVEMENT IN GERMANY"

An address by DR. LUDWIG MUELLER

DR. Ludwig Mueller, official representative of the Ministry of Education in the German Republic, captured all hearts as he unfolded the story of "The New Education Movement in Germany."

In introducing his subject Dr. Mueller said that his audience might well ask, "Why this new educational movement? Have we not had experiments enough? Why should this new movement be sprung upon the world when it was passing through a crisis unprecedented in its history?" Why, indeed, should we be interested in new experiments in education when we were in the midst of a depression—economic, moral and religious, and civilization was uncertain whether it would survive or perish? The new education movement had a place in the reconstruction of civilization if it did nothing more than send us back to better sources of life, and again ask ourselves the old question: "What shall it profit a man if he gain the whole world and lose his own soul?" The New Education Movement had three aims: namely, *physical health, mental training and health of soul.*

The New Education Movement, the speaker continued, had its origin in the Fatherland about 1900. It was the first German youth movement and grew up as a part of the youth movement in different countries. In its conception it was Rousseau's "*Back to Nature*" in a new guise. Today, it was the most remarkable factor in the educational system. Its students had discovered anew the *beauties of nature*. They had collected the *old folk songs* and set them to music. Between 1905 and 1914 it spread like a *mighty wave*. In 1913 it met at Guttenburg to emphasize tolerance in constructive education. It was to be regretted that it was not then stronger or it might have averted the *catastrophe of the World War*. In the war the movement lost *two-thirds* of its membership. That might be a reminder that it is necessary for us to bring up mankind in *habits of peace* that such a catastrophe shall never be repeated. Since the war the chief aim of the movement had been to keep away from political parties.

Leaving the history of the New Education Movement, Dr. Mueller next dealt with its *achievements*. They were as follows: First it had introduced a new method of physical education. *Four hours* per week in all schools were devoted to *physical education*, two of these being *allocated* to games. The gymnastic exercises were not devised to serve military needs but were designed to train the body. There were no outstanding competitive teams, although parents and friends frequently gathered around to view the exercises. Once a month there was a *compulsory hiking-day*. This was designed to give the youth an insight into the economic conditions of the particular section of the country visited. The days following the hike were devoted to the discussion of what was seen, and frequently the pupils asked more questions than could be answered. In Secondary and Upper Schools these hikes frequently extended over several days. They would take a railroad journey of several days into some interesting part of the country. This established a comradeship between

teacher and pupil that could not be readily obtained in any other way. The cost of the hikes was remarkably small. They would put up at old chateaux, old barracks or old jails, and the entire cost to each person, by this arrangement, ranged from about *three to five dollars*.

Secondly, the Movement had devised a new system of training teachers for physical instruction. Here the aim was to train teachers, directors and principals by requiring them to take courses of from *two to three weeks*, thus giving them a new inspiration of what physical education really meant.

Further, the New Education Movement in Germany stressed medical service. Such a requirement was not necessary in Canada where Departments of Health were well organized. Nor was it necessary in Great Britain, where the speaker had observed that the services of professors of physiology and hygiene were brought into requisition to give instruction over the radio.

Moreover, the New Education Movement, in order to meet the difficulties of overcrowding, had instituted open-air schools. It had set up a permanent health museum to answer questions and give advice. It had thus saved much money to the people. In this work, also, it had co-operated with the League of Nations.

Physical education, however, was only one part of the activities of the New Education Movement. It had come to the help of the Government and had set up *new intellectual standards* which were quite different from those of pre-war days. As a basis of its activities in this direction was the Grund Schule, or Foundation School, for children of from six to ten years of age. All private schools were abolished. Rich and poor were educated together, so that these schools were a great step towards democracy. The aim in teaching was to develop a social consciousness based on self-activity and activity instruction. After ten years of age a proportion went to the Mittel Schule, where they were trained for business; a considerable proportion went to the Secondary School. The latter provided a nine years' course corresponding to Canadian High School and first or second year College Courses. *Only gifted boys were admitted to these schools.* There was no entrance examination. A committee of primary and secondary teachers reported on candidates and decided whether they were likely to benefit from the course offered. The compulsory subjects were German, History, Geography, Mathematics, Chemistry, Biology, Physics, French (six years), and English (four years). Drawing, Music and Physical Training were also required. In these schools there was *no co-education*. No examination was required for entrance to University, but at the conclusion of the High School Course there was an examination to test *thinking ability*. The German University did only research work. The student had the greatest freedom. He could work, or not, as he pleased. Generally, however, the student realized that he must work, and as a rule left the University with the degree of Ph.D. After six years in University a student was ready for teaching in Secondary Schools and followed the profession throughout his entire life.

The greatest achievement of the New Education Movement, Dr. Mueller added, was not in the realm of athletics or intellectual attainment, but in the

field of the spiritual. Students were learning that it availed little to gain the whole world and lose their own souls. It took the crisis of the years 1920 to 1930 to teach that, *but it was necessary to realize that we must go through the depths to bring nations nearer together.* Leading educationists were the first to shake hands with each other after the Great War. Sound education of body and mind always led beyond the physical relations to humanity and the highest ideal of the New Education Movement was humanity.

THE HON. PERREN BAKER ON "A DEFENCE OF OUR SCHOOLS"

"THE chief task of our schools today remains as it has always been—to educate persons." That was the keynote of the address delivered by the Minister of Education to the opening session of the A.E.A., held in McDougall Church on Tuesday of Easter week. The Minister took as his subject, "A Defence of Education," and began by stating that education was being attacked on all sides. That was inevitable as no system was perfect. Accordingly, thoughtful criticism was not to be taken as vicious attack. The lines of attack, he said, were many. This was an agricultural province and there was not enough agriculture on the curriculum. A healthy body was a necessity in these days, therefore more time should be given to physical culture and health training, while there should be more teaching regarding the evil effects of the abuse of alcohol and tobacco. Children should be taught the evil of war and so teachers should be required to give instruction in the principles of good-will. Education was incomplete if it did not make some provision for religious instruction. Music enriches and ennobles life, therefore it also should be given an adequate place in the course of studies. Business men emphasized Arithmetic as a prime necessity. Others contended that character-building was the first essential. Another group insisted that our schools were too academic and that there should be some definite vocational training. Still more recently examinations had come in for condemnation. It was absurd to have the minds of pupils focussed on examinations and instead of being "crammed" with facts, they should be taught to think.

Admitting that there might be some justification for many of the criticisms above enumerated, the Minister of Education contended that our schools and school programmes were in the main sound. These criticisms arose, in a large measure, from failure to realize the function and purpose of the public school. The public school was limited by the fact that it was the "public" school. The programme must be a compromise to fit all, and it would be impossible to devise a programme that would be beyond criticism. Schools were limited by the material in them; by the society which they served; by the personnel of the school; by financial considerations, and by time. Much of the criticism of the schools was failure to realize the limitations and proper functions of the school.

Turning to the question, "What then is the proper function of the school?" the Minister said there was but one answer, namely: to educate persons. It was not the business of the schools to train them to take jobs, although the community might expect that. To

be sure, some pupils were not adapted for academic training, and, no doubt, something should be done about it. Yet, rural and village schools could do very little along those lines. In the cities vocational training was possible but there was a danger of being carried away by the flood of literature on this phase of education. The teacher would do well not to trouble herself over-much with vocational training. Even though every child were given a profession or trade there would still be unemployment. The task of the schools today remained as it always had been—to educate persons. Let the schools send out pupils into the world with some appreciation of the conditions in which they would have to live, with some degree of Christian and moral earnestness, and all would be well. Vocational training would come as it was needed.

AN ADDRESS ON "TECHNICAL EDUCATION IN ALBERTA"

Given by DR. W. G. CARPENTER

DR. W. G. Carpenter's address dealt, in the main, with the background of principles from which present-day technical education is built. Vocational education, as contrasted with technical education, was mainly of a practical nature; it was much like the primitive type of education—the application of tools to the primal needs of food, shelter, clothing and protection. Technical education included a more definite study of the underlying theory.

Of 100 pupils today, 5% entered the professions (where there was room for but 3%), 25% entered clerical and business careers, and the balance shouldered all other types of activity. For this latter group, mastery of technique was fundamental. Catering to this group were many diverse agencies—almost without co-ordination. Such bodies include Universities, High Schools, Correspondence Schools and technical magazines; industrial companies' and stores' special schools; government bulletins and radio: the world today is at school studying vocational problems. These agencies all help—many at an expensive figure.

The city high schools, mainly impressionistic, gave little facility for practical expression. A physical reaction to theory was necessary to acquire fullness. Rural school pupils did have opportunity in the form of relating their motor and sensory activities. In the development of specific skills, whether in sports or occupations, physical adjustment in youth was essential; at 19, after theory had been assimilated it might be too late.

The patent fact that all children were not equal was being largely ignored by parents who demanded an almost identical educational outfit for their children. Since many business leaders would continue to be drawn from the non-academic type, it was urgently necessary to provide training for such minds as tended in practical directions rather than the theoretical.

In his survey of past tendencies the speaker referred to the development from slavish adherence to ancient modes of thought as typified in Aristotle, to the great impetus to individuality as exemplified by Renaissance thinkers. He referred to the development of new scientific thought by such men as Darwin, Wallace and Huxley. The growth of new thought and its application in the immediate past to

practical life, had made necessary a great adjustment of individual response to environment. In stressing this present-day problem, reference was made to the current economic waste due to lack of technical skill. The new complex order, mass production, shorter hours made it extremely difficult to teach beginners "on the job"—many older workmen being incapable or disinclined to teach juniors. Hence the need for co-ordinated effort in teaching trade skills. The last background consideration was that vocational training was not devoid of cultural value. "Pride in the job makes good citizens."

Covering briefly present-day technical instruction, Dr. Carpenter referred to the history of the Edmonton and Calgary School Boards' Technical Schools. He then outlined the organization of the Calgary Technical School where the course was equally divided between class and shop instruction; the former was the more stressed and was illustrated and implemented by shop practice. The underlying principle was to relate the work as closely as possible to the worker's future environment: the courses were designed by practical men. The consideration was to train students for real positions.

The future trend in Alberta, outside the cities, for some time must be directed to agricultural needs. New vocational schools must needs develop in rural areas. The speaker regretted that the proposed re-organization scheme for rural schools was as yet deferred. The rural High Schools of the future, however, would be vastly different from present-day High Schools: here guidance would be given in making vocational choice. Following this would come final vocational schools for those who had decided upon a vocation: graduates from these schools would be trained and ready to enter their chosen occupations as improvers.

GLEANINGS FROM THE ADDRESS OF J. M. THOMAS ON "TEACHERS UP FROM SECLUSION"

In "The Humanizing of Human Knowledge," James Harvey Robinson states:

"Of all human ambitions an open mind, eagerly expectant of new discoveries and ready to remould convictions in the light of added knowledge and dispelled ignorance and misapprehensions, is the noblest, rarest and most difficult to achieve."

The teacher, whether individually or collectively, being particularly a dealer in intellectual values, should find such an ambition an attractive one though one beset with much difficulty—an ambition demanding a high price as any high ambition will.

I believe that as individuals and as a professional group the "open mind" is something we must strive to acquire. There are many obstacles in the way—obstacles that color our thought and make of that process something irrational hardly worthy of the name of thinking. Many of our social prejudices are examples of obstacles that exert constant and strong pressure on our thinking until it becomes an expression of non-intellectual prejudices and emotions.

* * * * *

As educational policies are matters of provincial control the C.T.F. obviously cannot have direct influence in controlling educational policy in the provinces. But there is a great field of service outside the curriculum and the course of study and the regu-

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lations. Back of all educational systems, organizations, curricula, etc., there is a philosophy, a mental outlook, a social attitude. Here is the field of fundamental importance and in the development of this attitude the C.T.F. can perform invaluable service. The local and provincial organizations may offer the details of the educational machine but the correct order of true progress is, first, the spirit and philosophy followed by legislation and practice. Thus educational legislation in each province reflects the real point of view and attitude of the people. The C.T.F. provides each teacher with an opportunity to share in the formation of that attitude.

I am not very enthusiastic over or interested in the social prominence of the C.T.F. I am not ambitious that our C.T.F. should rank simply as a sort of glorified high-brow service club convention. These receptions and dinners are well enough in their place for those who enjoy them and take them in moderation, but they may have a most subtle and enervating effect upon the most militant reformer who comes well within the range of their influence. A Teachers' Association cannot hope to create as big a splash in the social puddle as can those Associations of other professions or service clubs—there are financial difficulties. So we must work along another line.

A great field of operation for the C.T.F. is in educational research. One of the distinguishing marks of any profession or occupation ambitious of this classification is an accumulated body of professional knowledge. This knowledge is the possession and power of the expert in a profession. As yet, in pedagogy, the fringe only of professional knowledge has been touched and the bulk of our people are but slightly acquainted with that fringe. The teacher of tomorrow will be an expert in this line. The C.T.F. can in the broad national field promote experimental work, the collection of statistical and other data, which material will be a powerful tool in the hands of provincial organizations. Canada is seriously lacking in this regard at the present time and while our C.T.F. for various reasons cannot possibly undertake such work to the extent that a government body might, yet it can do a great deal—sufficient to convince the sceptical of the value of such work. . . .

* * * * *

The world has been revolutionized in our times—new and confusing problems have arisen. This is now a platitude but yet we do not seem to have realized fully its tremendous significance. Problems can only be solved by the application of free minds—

minds free from hampering restrictions of any accepted doctrine in any field of endeavor. The philosophy and processes that were perhaps adequate to deal with problems of an old world may be wholly inadequate to deal with problems which introduce an entirely new set of factors.

* * * * *

Of course I realize the everlasting and supposed-to-be irrefutable argument that it is of no avail to strive for great things or reforms that do more than scratch the surface of things because you cannot change human nature.

* * * * *

In a western world predominantly materialistic in its outlook there is need for a challenging new vision of relative values. In a world whose recognized leaders and institutions are bankrupt in the economic and political fields some new intellectual power must be released to save for posterity so much that is worth saving in our civilization—so much that has been won by the sacrifice of our forefathers. By whom else can this power be released better than by those engaged in education?

The Church, in whatever way you may explain it, has, in my opinion, ceased to guide the direction of a marching humanity.

Major political organizations are worse than bankrupt in creative progressive thought and leadership.

Parliamentary institutions are helpless today and have become very largely a cockpit in which is staged the annual sham battles of a so-called democracy. "Nero fiddles while Rome burns."

The economic organization of modern industrialism has led to the paradox of the ages—a land of incalculable natural wealth—with warehouses stored with food and clothing—with a small extremely wealthy group—with a large poverty-ridden population—with cruel degrading unemployment. Palliatives, charity and surface treatment are no longer adequate to hold in check the explosive forces generated by such outrageous conditions.

We need a new vision as a people—a conception of greatness measured in other terms than those of the counting-room, the factory, or the economic slave market. The real glory of a people—the place of honor that Canada might fill in world history is not to build on industrialism—its crowded factory cities—its gross displays of poverty and its grosser displays of wealth—its smoke and its pavements, but rather on the average peace and contentment of its people—where extremes are the exception and where character and service are the hallmarks of greatness.

Ill fares the land to hastening ills a prey

Where wealth accumulates and men decay—

is too true a description of Canada and other lands of western civilization.

Canada is a young country still free to a large extent from the entanglements of older countries in the old world, and has an opportunity to show to the world the way to a just and equitable society.

There are two roads to better days—reform and revolution. May we save ourselves from the bloody road. But to follow the other road demands wise and bold leadership, free thinking and courageous pronouncement. H. G. Wells says "Civilization is race . . . This is Education's opportunity—this is our

opportunity—it is our responsibility. Let us be bold enough to dream our dream, to see our vision—to assume our responsibility and to act."

The function of the educationist must be more than indicated by the ability to ring a bell, to mark a register, to follow a routine, to aid in the memorizing of facts or otherwise and of propaganda and legend, or to act as the lord high executioner to the community's weak children of incompetent parents.

To quote H. G. Wells again: "No conqueror can make the multitude different from what it is: no statesman can carry the world's affairs beyond the ideas and capacities of the generation of adults with which he deals: but teachers can do more than either conquerors or statesmen—they can create a new vision and liberate the latent powers of their kind."

Science and invention have far outstripped the present capacity or ability of man to use their contributions for the general welfare of man. Indeed many of them are used for the destruction or exploitation of large groups of people. The necessary adjustment, education and preservation of those things which we deem worth while rests upon the teachers. However humble or inefficient they may be the teachers are the tool with which the problems of today and tomorrow must be attacked. Our debt to the future is in a very special sense the debt to be assumed by the teachers.

Take your place in society—you are the people who should be on all controlling bodies of educational policy.

Link up with your professional organization permanently—act together with the rest—striving, building, building towards the realization of that vision of a brighter future that is even now within reach of our grasp.

Go search your heart, O Teacher,
Turn from vain self to the service of man.
Build, while there yet is time, a creative peace
While—there—is—yet—time.

ARE YOU TRAVELLING THIS SUMMER?

Readers of this magazine who plan to travel during the summer vacation will be interested to learn that this year Normal Instructor and Primary Plans is offering one thousand dollars in cash prizes in its annual Travel Contest. One hundred prizes will be awarded for accounts of travel experiences during 1931. The contest is open to teachers in rural and graded schools (Grades I-VIII), public, private, or parochial; to persons holding administrative or supervisory positions in such schools; and to instructors of teachers-in-training. Detailed information may be obtained by addressing: Travel Editor, Normal Instructor and Primary Plans, Dansville, N.Y., U.S.A.

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C. SANSOM, PH.D.

Real Costs of Education Lower Than in 1913

There appears in the Annual Survey of Education in Canada for 1929 a comparative study of school costs in this country for the years 1913 and 1929. From this study it would appear that, when the decreased purchasing power of the dollar in 1929 as compared with 1913 is taken into account, and when due allowances are made for such things as increased enrolment and improved average attendance, the real per pupil per day cost of education in Canada in 1929 was less than it was in 1913, conspicuously so in the western provinces, and in Alberta in particular. It is true that the actual number of dollars spent for education in 1929 was considerably greater in all the provinces than in 1913, and more than two and a half times as great in Canada taken as a whole. But when allowance is made for the change in the purchasing power of the dollar the 1929 expenditure for Canada was only 1.75 times greater than it was in 1913. When, further, the increase in the enrolment is taken into account, it is found that the dollars spent for education per pupil enrolled at the end of the period was reduced to 1.24 times what it was at the beginning. And when, finally, allowance is made for improved regularity of attendance, the increase in the real cost per pupil in average daily attendance is found to be only 3 per cent greater than it was at the beginning of the 16-year period.

But this is not the whole story. The total "value received" for educational expenditures in 1929 was probably far more than 3 per cent in advance of what it was in 1913, even disregarding the factors of increased enrolment and improved average attendance which were "cancelled out" in the above calculation. This increased "value received" is seen in such things as the larger number of high school pupils relatively to elementary pupils, involving, as this does, relatively more instruction on a higher level; the more rapid increase in the enrolment in the cities, where the efficiency of the instruction is higher than it is elsewhere; and the improvement in the qualifications of the teaching staff over the period we are considering. When all these things are taken into account it would appear that the total "value received" has probably increased considerably more than the 3 per cent increase in the actual per pupil per day cost in terms of the 1913 dollar. This is just another way of saying that in the matter of education Canada got bigger returns for the money expended in 1929 than she did in 1913.

The attempt is made in the article referred to to evaluate the effect of these factors on the cost of education in the case of Ontario, the only province for which the necessary statistics are available. In Ontario the expenditure per pupil in average daily attendance in 1929 in terms of 1913 dollars was 41 per cent higher than it was in 1913. Hence it might appear, on the face of it, that the real cost of education in Ontario had gone up 41 per cent without any corresponding return value. It is pointed out in the article, however, that if the 1913 relationship between elementary and high school pupils had ob-

tained in 1929, the increased cost for the latter year would have been reduced from 41 per cent to 19 per cent. Furthermore, on the basis of an unchanged relationship between rural and city enrolments the per cent increase would have been reduced still further to 14. And when the improvement in the status of the teachers is also allowed for, the advance in real cost over the whole period amounts to a mere 8 per cent. Finally, if, in the words of the authors, "other factors such as the broadening of the school curriculum, and the improvement in the general level of school buildings and equipment, could be conveniently arrayed and measured, it seems probable that the index would be reduced well below 100—in other words it would be shown that the value received for money spent on education in Ontario in 1929 was greater than in the years preceding the war."

But it is in our own province of Alberta that we find the most extreme case of the lowering of real educational costs since 1913 in relation to value received. The figures for this province are quite remarkable, and probably would never be suspected short of a statistical analysis of the kind made by the authors of the Survey. *The total educational costs in Alberta in 1929 in terms of 1913 dollars, when account is taken of increased enrolment and improved average attendance, was only 37 per cent of what it was in 1913.* The corresponding percentages for the other provinces of Canada are: Saskatchewan, 46; Manitoba, 58; British Columbia, 70; Ontario, 141; Prince Edward Island, 141; Nova Scotia, 138; New Brunswick, 154; Quebec, 157.

The 37 per cent for Alberta, then, corresponds to the 141 per cent for Ontario discussed above. This seems to be a very poor showing for Alberta, but it is, in fact, an excellent showing from the standpoint of the tax-payer, if we may assume that the quality of the education received by Alberta children did not deteriorate in the meantime. *It means, on this assumption, that Alberta received in 1929 almost three times more value for the money spent on education than she did in 1913.*

But in reality the increase in the value received for money expended was probably even more than this. For the level of the instructional service not only did not go down during this period, but was undoubtedly higher, in some respects at any rate, in 1929, than it was in 1913. There was a marked increase, for instance, in the percentage of the total enrolment attending high school, and there was certainly an improvement in the academic and professional status of the teaching staff. In the case of Ontario the index of 141 was reduced to "well below 100" by the inclusion of these other factors which, in the opinion of the authors, "have been operating with varying degrees of intensity in all the provinces." Now the question remains, how much would the index for Alberta be affected by the inclusion of these factors? It is, of course, quite impossible to answer this question with any degree of exactness in the absence of the necessary statistical data, but it might be considered a fairly conservative guess that, if the index for Ontario was reduced by these considerations from 141 to less than 100, the Alberta index might be reduced from 37 to at least 25. Hence it may be assumed, with at least a fair degree of reasonableness, unless these influences are quite

offset by a decline in building activity and by failure to maintain the "school plant" on anything like its 1913 level of efficiency, that *the Alberta tax-payer really received about four times as much value for money spent on education in 1929 as he did before the outbreak of the war.*

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This Department exists to inform the teachers as to what is being done in Alberta and elsewhere in the field of Educational Research.

Any member of the Research Committee will be pleased to receive material for this column or to get in touch with any person interested in carrying out any endeavor in this field.

THE STUDY OF LATIN IN CANADIAN SCHOOLS

DR. C. SANSON

IN the Annual Survey of Education in Canada published by the Dominion Bureau of Statistics tables are included showing the number of pupils taking certain secondary subjects of study in the six provinces of Nova Scotia, New Brunswick, Ontario, Saskatchewan, Alberta, and British Columbia. It is unfortunate that the other three provinces are not included. The incomparability of the statistics of the Roman Catholic school system of Quebec with those of the other school systems of Canada no doubt accounts for the omission of that province from the tables. No such obvious reason suggests itself in the cases of Prince Edward Island and Manitoba. It is unfortunate also that there is such a diversity of statistical practice among even the six provinces reported as to make interprovincial comparisons of educational trends a rather difficult and precarious undertaking. The difficulty in this case arises from the fact that the different provinces do not report the subjects studied by all the pupils of secondary grade, but only by those who attend certain types of schools. Only in Nova Scotia would it appear that all the pupils of secondary grade are included. In Saskatchewan only about a third are reported; and in Alberta but slightly more than a half. In British Columbia, on the other hand, the number included is larger than the number reported as being of secondary grade. The reason for this seems to be that the report takes in about four thousand pupils in Grades VII and VIII of the Junior High Schools who are not counted as high school pupils for other purposes. In Ontario about 92 per cent of all secondary students are included, and in New Brunswick about 90 per cent. These percentages are for the year 1929. For the exact figures on which they are based see Table I.

TABLE 1.—HIGH SCHOOL ENROLMENT IN SIX PROVINCES OF CANADA IN 1929 AND NUMBER STUDYING LATIN IN THE SCHOOLS REPORTED.

	Total Enrolment in Secondary Schools	Enrolment in the Schools Included in this Study	Number Taking Latin in the Schools Included in this Study	Per Cent Taking Latin Included in this Study
Six Provinces...	172,596	144,503	73,356	50.8
Nova Scotia	12,531	12,531	5,679	45.3
New Brunswick	4,144	3,737	2,789	74.6
Ontario	97,833	90,125	50,637	56.2
Saskatchewan...	22,612	7,361	3,833	52.1
Alberta	19,433	10,738	3,486	32.5
Brit. Columbia	16,043	20,011	6,932	36.6

In the face of these discrepancies it behooves one to proceed rather cautiously in the study of the relative emphasis given the high school sub-

jects of study in the several provinces. And this is typical of the difficulties in the study of almost any phase of Canadian education. No doubt the Bureau of Statistics is making the best possible use of the data available, but there often appears to be little or no uniformity among the provinces in the manner of collecting the data. A larger measure of standardization in the methods of compiling educational statistics in this country would seem very desirable.

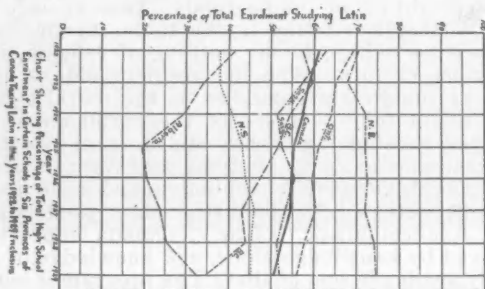
The material assembled by the Bureau does, however, disclose many things of interest and significance for Canadian education; and this is as true of the tables under consideration as of the other data. In these tables we get a glimpse of what the several provinces regard as a suitable education for young people to receive; here we find mirrored the kind of education held to justify the expenditure of public funds. Thus no reference whatever is found in the tables to morals, manners, or ethics, to say nothing of religion, in any guise or form. And the aesthetic side is almost as completely neglected as the moral side. Only about four per cent of the enrolment are reported as studying music, and a scant twenty per cent appear to be studying any form of art. With morals completely eliminated, and aesthetics so lightly stressed, the picture remains predominately intellectualistic. Clearly, Canada hopes to be saved by knowledge alone, and knowledge of a highly academic sort at that. The program is certainly not a well-balanced one from the standpoint of any rational educational philosophy.

Among the academic subjects which constitute the core of the Canadian high school curriculum Latin is, perhaps, the most contentious, and at the same time, and perhaps by the same token, the most significant of trends in educational theory. Latin constitutes, as it were, the bridgehead of the defense position of the traditionalist; and against it the militant modernist is wont to expend most of his fury. With what indifferent success the attack has been carried on may be gathered from the fact that in 1929 Latin was the fourth most popular subject in the schools included in the statistics. The first place went to English with 134,251 students out of a total of 144,503—about 93 per cent. French held second place with 100,135; Algebra third with 91,391; and Latin fourth with 73,356—slightly more than half the total enrolment.

Not only this, but Latin seems to be steadily strengthening its position in relation to the other subjects. In 1923 and 1924 it held sixth place, being exceeded by History and Physical Culture in addition to the subjects named above. Then History declined from fourth place to lower levels,

and Latin rose automatically to fifth position, which it held in 1925, 1926 and 1927. Then, apparently, something serious happened to Physical Culture, especially in Ontario, where the reported number taking this subject dropped from 68,348 in 1927 to zero in 1928. This gave Latin fourth position in 1928, which it still held in 1929, the last year reported. Subjects may come, and subjects may go, but Latin goes on forever.

Of perhaps greater significance than the actual number of pupils studying Latin, or even the relative emphasis on Latin, in any given year, is the question of the general trend of Latin study covering a number of years expressed in terms of percentage of the total enrolment. This is set forth in the accompanying chart. In this chart the percentage of the students taking this subject is plotted for each of the six provinces taken separately, and also for the six provinces taken together. The period covered includes the eight years from 1922 to 1929 inclusive. The chart should be read as follows: In the year 1922 slightly more than 70 per cent of the enrolment in secondary schools in New Brunswick studied Latin. In 1923 the percentage dropped slightly, only to go up to about 72 in 1924, and to continue to increase slowly from that time to 1929, the last year reported. The graphs for the other provinces, and for the six provinces combined, are to be read in a similar manner.



In interpreting this chart it should be kept in mind that, for reasons stated above, it probably does not represent the situation with great exactness as between province and province. In the case of Saskatchewan, for instance, the only schools included in the data are the "Collegiate Institutes and High Schools," enrolling, apparently, only about 33 per cent of the students of secondary grade in that province in 1929. Not included in the statistics are over 15,000 students enrolled in "other town Secondary Schools, and village and rural schools doing high school work." What effect would it have on the location of the graph if all these students were included? We have no means of knowing from the data reported in the survey.

These remarks apply also to Alberta, only in somewhat lesser degree. In Alberta about 55 per cent of the students of secondary grade are included. If they were all counted, or even as large a percentage of them as in the case of Ontario or New Brunswick, probably the position of this graph in relation to the other provinces would be changed somewhat, but it is impossible to say how much or in what direction. In any case it seems fair to conclude from a study of the chart that

Alberta has fallen from grace somewhat during the last decade with respect to this most ancient and respectable of all our high school subjects (save Greek, which, alone among the six provinces, she has repudiated entirely). In 1925, however, she appeared to become conscious of the error of her ways, for since then the Latin percentages have been going up at an accelerating rate. If present tendencies continue Alberta should easily pass Ontario in the course of four or five years and even catch up with New Brunswick in the not very distant future.

The situation in New Brunswick is one of rather special interest. Here there are relatively more high school students studying Latin than in any other of the six provinces, and the percentages are increasing every year. Yet, the proportion of the total population attending any kind of school in New Brunswick is smaller than in any other province (See Table I on Page 5 of the January, 1931, number of this magazine). Furthermore, the proportion of the total school population attending High School is less than that in any other province (See Table II below), less than half that in any other of the six provinces considered here, and only slightly more than a third that of Ontario and British Columbia. The question may well be asked if it is in spite of these conditions, or because of them, that 75 per cent of the high school students in New Brunswick study Latin, as against 50 per cent for the whole six provinces combined.

The economic status of New Brunswick, like that of the other Maritimes, is not particularly high (see Table II in the article in the January number referred to above). In these circumstances it might be supposed that public funds would be rather hard to raise for such a purpose as the teaching of Latin, which, after all, is not a subject of great economic or even social usefulness in modern society. It may have a certain cultural value for the individuals concerned, but the same may be said of piano instruction, European travel, and many other things whose inclusion in the public curriculum would no doubt be stoutly resisted by the none-too-opulent New Brunswick taxpayer. It is rather remarkable, when you come to think of it, that the public revenue in such a community should be made available for the teaching of Latin paradigms, the quantity of Latin vowels, and the intricacies of the ablative absolute construction. This is the more surprising in view of the difficulty so often experienced in getting people to tax themselves for projects that are really useful and even necessary for the common weal.

This must not be construed as a criticism of public instruction in Latin in a relatively rich and prosperous community which can easily afford such things, such as the province of Alberta, for instance. In 1927 the estimated per capita wealth of Alberta was \$3,757, as against \$1,822 for New Brunswick. With this wide margin of economic advantage Alberta might well be expected to provide personal and cultural advantages for a few selected individuals which might be considered inexpedient for a poorer community. When a rich family rounds off the cultural education of a few of its members by sending them abroad for a year's travel, the appropriateness of the action is

not apt to be seriously questioned. But it would be unwise for poor families to undertake this. Poor people need to expend a larger proportion of their income on necessary things than rich people. How is it that poor provinces do not need to expend a larger proportion of their income on necessary education than rich provinces?

However this may be it would appear from an examination of the chart that the study of Latin is slowly losing ground, relatively, in Canada taken as a whole—relatively, it should be observed, for the actual number of students studying this subject has been steadily increasing in all the provinces as a result of increasing enrolments. But the fact is that this decline is taking place only in Ontario and British Columbia. The greatest drop has occurred, apparently, in the latter province, but the decline shown here for the last three years may be partly spurious owing to the inclusion of the Junior High School students referred to above. It is Ontario that dominates the situation so far as the combined statistics are concerned. There were more than twice as many students taking Latin in the schools reported in Ontario in 1929 than in all the other five provinces combined. This "weights" Ontario unduly. In Saskatchewan there has been no decline in the percentages since 1924. Alberta, Nova Scotia, and New Brunswick all show increases since 1925. It seems pretty evident, therefore, that, whatever the reason may be—whether it be due to ignorance, inertia, and indifference with respect to education; to a blind enslavement to tradition; to just plain snobbishness; to tangible and obvious advantages which accrue to society from the study of Latin; or to an intuition of value which defies logic—for whatever reason, or for no reason whatever, it is apparent that the Canadian public sees nothing anomalous about the expenditure of tax-raised funds for Latin instruction in the public secondary schools.

TABLE II.—TOTAL ATTENDANCE IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN CANADA AND THE PROVINCES IN 1929 (EXCLUSIVE OF CATHOLIC SCHOOLS IN QUEBEC) AND PERCENTAGE OF TOTAL ATTENDING SECONDARY SCHOOLS

	Total Attendance in Public Elementary and Secondary Schools	Attendance in Secondary Schools	Per Cent of Total Attending Secondary Schools
Canada	1,643,969	194,674	11.8
Prince Ed. Island.....	17,018	1,609	9.5
Nova Scotia	113,309	12,531	11.6
New Brunswick	83,580	4,144	5.0
Quebec (Prot.)	72,657	5,177	7.1
Ontario	706,183	97,833	13.9
Manitoba	150,517	15,292	10.2
Saskatchewan	226,297	22,612	10.0
Alberta	164,850	19,433	11.8
British Columbia	109,558	16,043	14.6

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ing insurance, at great sacrifice, to take care of old age. A reduction of salary would cause serious hardship and possible lapse of benefit to many such teachers.

3. The farming community receives help in many forms (including seed grain relief, Central Advisory Board, protection from seizure); teachers receive none.

4. The difficulties and obligations of teachers do not get less. Why reduce salaries?

5. The farmer's increased acreage generally pays a cash dividend; the teacher's increased acreage—experience—rarely produces an increased salary.

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Mr. T. O. King, President of the A.S.T.A., addressing his fellow trustees, recently, said: "... Let us be fair with our teachers so that we will not lose the good teachers we have, and thus lower the standard of education we have worked so hard to obtain.

"Is the (teacher's) salary higher than that of other teachers with similar qualifications or experience, or is it higher than workers in other occupations requiring similar ability and training?

"Is the present period of depression with reduced returns, permanent?

"If the above questions must be answered in the negative, there should be no reduction in salaries.

"... We do not have an over-supply of well-qualified teachers. We must be careful to take no step that will force the good teachers out of the teaching profession... Our first consideration must be the welfare of the boys and girls."

The Editor,

A.T.A. Magazine.

Dear Sir:

In the May 6th issue of the *Family Herald and Weekly Star*, under the heading of "Miscellaneous," I see an item to the effect that "The British North America Act" may be obtained from the King's Printer at Ottawa, free of charge.

Are readers of the *A.T.A. Magazine* generally aware of this?

Yours truly,

R. M. SHERK,
Secretary, Beaver River Local, A.T.A.,
Glendon, Alberta.

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Editorial

ALONE IN NO MAN'S LAND

THE Department of Education has decided to throw the entire responsibility on the teacher to make promotions in Grade VIII and Grade IX. From time to time the A.T.A. has urged that the "omnipresence" of Departmental Examinations, in certain respects worked adversely to best educational interests in that they gave to laymen an incorrect value to classroom instruction and therefore set up a false standard for judging teachers—yes, and pupils also. However, when it came to suggesting a substitute it was realized that extreme care would be necessary, and very carefully laid plans would have to be devised before the promotion structure in existence be altered or replaced. We have expressed ourselves as being favorably disposed to promotions by the teacher in a carefully defined system of accredited schools, but it seems that the recent decision is to throw the burden on *all* schools and all teachers.

NOW we are necessarily in favor of any action tending to lend dignity and prestige to our profession. We concede that, under certain circumstances, taking responsibility for grading pupils is the professional and dignified thing for teachers to do. But when we say "under certain circumstances" we are terribly in earnest. These words are the crux of the whole situation. In a school with a considerable staff, the pupil would be promoted on the combined judgment of the entire staff. Then when John Taxpayer comes up to school with "red in his eye" and demands to know why his much-admired offspring has not measured up to promotion standard, he is met with the considered judgment of a group of people. Moreover, citizens of his particular genus are very sensitive to numbers: they are four times as decent in dealing with, say, four people as when bludgeoning one. Even in accredited schools there will be serious possibilities unless the teacher is protected *by law*.

SATAN is invited to full cosmic activity under the new arrangements for promotions. The lone teacher in the rural, village or small town school is pushed out in front to meet the whole attack alone. Not one word of protection from the law of the land. Surely in all justice and decency, in the absence of such protective measures, the Department ought to take the rebound should the lone teacher in "no man's land" decide to ignore the unceasing solicitation of influential parents and without fear or favor "pluck" a student. But, in effect, the Departmental attitude seems to be: "YOU must do it! YOU receive the attack! We have so many difficulties to face as it is.

You must be brave, for we are so disturbed in our souls that we can not even promise to stand behind you. With sombre courage and solemn dignity, you slay the Medusa while we shoot Cock Robin."

It is to be noted that even when David slew Goliath with the pebble he had the Israelites near, in case of emergencies. Moreover he had a sling. But not so our poor little pedagogical prodigy. Alone and slingless he (or she) stands beside the brook: the Israelites have all run into the wilderness for cover.

REALLY, we have no desire to be facetious regarding this matter, although great is the temptation. The situation is serious. The central problem is security of tenure for the teacher and we can declare unhesitatingly that teachers are now placed in an impossible predicament. If they insist on honesty in promotions (and the exception will prove the rule that they will) they are in for abundance of trouble. Imagine one lone teacher plucking the hundred and forty or fifty pound avoirdupois sent to Grade VIII or Grade IX by the School Board at Pumpkin.

Obviously that teacher will be fired!

Let there be no hypocritical pretence to the contrary. Thus, if we are honest teachers and possess the courage that ought to be divided between the Department and ourselves, a debacle is in store for teachers, and therefore for education. If the worst comes to the worst and any significant number of teachers not possessing such vast store of courage, prove dishonest, the promotions will be in danger of developing into a farce or a falsehood—another disaster for Education. In the meantime it is to be expected that there will be a series of delightful homilies on the necessity of strict honesty and professional dignity in doing the promoting! The teacher will be reminded by all and sundry that he will lose reputation and caste if he promotes too freely—"Rather lose your job than lose caste."

PRESUMABLY the action of the Department has been dictated largely by economic rather than by educational considerations. It surely is a worthy aim to save the pockets of parents, most of whom are so "hard up" these times, and we can raise no voice whatsoever against the new scheme on that score. However, we are by no means convinced that lengthy consideration of the problem could not have resulted in a scheme being devised whereby the same aim might be achieved without danger of emasculating our high school system. It would take time, certainly, but we believe the following could and should prevail in any such system of promoting:

1. A system of security of tenure for teachers during efficiency and good conduct, protecting school boards from danger of having mediocre teachers "unloaded" upon them, but at the same time placing teachers in a position to exercise their discretion,

without danger of untoward prejudice to their bread and butter.

2. An appeal from a teacher's decision not to promote a pupil (by way of the pupil being privileged to write on a Departmental Examination on payment of the required fee).

3. A scheme making it reasonably certain that teachers doing the promoting should apply a recognized standard for gauging pupil achievement.

4. A scheme whereby the cost of all examination fees of pupils from schools other than where the teacher is enabled or elects to make promotions, be borne by the province as a whole, not by the individual parent.

It should be noted in passing that for a number of years past there has been a considerable net profit earned by the Government on examinations paid for by parents of high school pupils, which more than offsets the loss on the Grade VIII examinations. The new (apparently) hastily devised scheme furnishes complete relief to parents of Grade VIII and Grade IX pupils, a little for Grades X and XI, and none whatsoever for Grade XII. Is this quite equitable?

We understand further, that the Department justifies its course of action in this regard on the ground that other provinces do likewise. Not a few of our members would crave the honor of a debate on that score. Here we can only remark that this desire for inter-provincial uniformity will express itself in the setting up, amongst other things, of teachers' pensions for Alberta.

THE SCHOOLHOUSE

I am the schoolhouse—I am of many-storied stone, soaring above busy city thoroughfares, or I am a mere cluster of weather-beaten boards in a wilderness that is trackless save for the path leading to my door. I am the guardian of the hopes of every generation, and I am true to my trust. In me all things are equal; in me no distinctions among those who come to me except the paramount distinctions between those who are proud to serve and those who seek only to be served. It is my duty not alone to teach, but equally to learn; to keep perpetually a light upon my altars, kindling them forever afresh from the inextinguishable flame that burns in every young heart, the sacred fires of love of knowledge, and love of freedom, and love of country, for as I succeed, Canada succeeds. I am the true democracy. I am the schoolhouse.

Care in our coffin drives a nail no doubt
And every grin so merry draws one out.

—JOHN WOLCOT.

To ourselves in every place consigned,
Our own felicity we make or find.

—GOLDSMITH.

History of Teachers' Contract Question Since 1922

With a view to obtaining some semblance of security of tenure for teachers, after years of earnest advocacy by the teachers, the Minister of Education, with the endorsement of the Alliance and the Alberta School Trustees' Association, amended the prescribed form of agreement between teachers and school boards in the year 1920 so as to embody the following principles:

- (1) A continuity of service from year to year.
- (2) A meeting or "hearing" for the teacher when dismissal of the teacher was threatened or pending.

The 1920 form of agreement contained this new clause:

- "3. This agreement shall continue in force from year to year unless it is terminated as hereinafter provided, or unless the certificate of the teacher has been revoked in the meantime."

And also the following new clause:

- "5. (a) Either party hereto may terminate this agreement by giving thirty (30) days' notice in writing to the other party:

"Provided, however, that if the teacher within five (5) days after receipt of such notice requests the Board in writing for an opportunity to discuss with the said Board its reasons for proposing to terminate the said agreement and to answer any charges or complaints made against him, then such notice shall not become effective unless and until a meeting is held for such discussion.

- "(b) Ten (10) days' notice in writing shall be given the teacher of such meeting and the teacher accompanied by some ratepayer or member of his immediate family shall have the right to appear at the said meeting and to discuss the reasons for which the Board may desire to terminate this agreement.

- "(c) At the conclusion of the said meeting the Board may either confirm or rescind its previous action in giving notice of termination of this agreement. If the Board confirms its previous action in giving said notice then this agreement shall be fully determined and ended in thirty (30) days after the date when the teacher has been notified in writing of such confirmation."

Two conferences were held, called by the Minister, one in 1920 and again in 1922, between representatives of the Alliance and the Trustees' Association under the chairmanship of the Deputy Minister of Education, then Mr. J. T. Ross. The question under review was that the Alliance was making the following representations:

- (a) That the Board should be required to establish "valid" or "reasonable" reasons for terminating the agreement.
- (b) That the procedure outlined in Clause 5 (above) savored of the principle "sentence before trial"; that the application of the clause was to place the Board's action under review rather than the efficiency of or complaints against the teacher; that is, the Board, having committed themselves by actually giving the notice, were called upon to decide whether or not they should go back upon their decision—reverse themselves.

The records of proceedings will show that representatives of the trustees did not object at either conference to the principle of a "hearing"; but refused to endorse the principle of trustees being required to establish reasons.

The previous Minister of Education, in 1921, provided also for a Conciliation Board to settle dis-

putes between teachers and boards, and, as far as we are aware, the trustees have never gone on record as opposed to the principle of an outside, impartial body investigating and reporting upon dismissals of teachers.

In 1922 the present Minister acceded to the representations of the Alliance and reversed the procedure of Clause 5(a) above quoted, and inserted a proviso in the form of agreement that the "hearing" of a teacher should precede notice of dismissal or termination of agreement. This clause then read as follows:

- "6. This agreement shall continue in force from year to year, unless it is terminated as hereinafter provided, or unless the Certificate of the teacher has been revoked in the meantime.

"Either party hereto may terminate the agreement by giving thirty (30) days' notice in writing to the other party:

"Provided that no such notice shall be given by the Board until the teacher has been given the privilege of attending a meeting of the Board (of which five clear days' notice in writing shall be given to the teacher) to hear and to discuss its reasons for proposing to terminate the agreement."

This proviso with the five days' notice has been a real protection to teachers and to schools in that it has prevented precipitate action on the part of school boards who, naturally, are disinclined to run the risk of open discussion unless they feel they have real cause for taking action. Furthermore in scores of cases difficulties and misunderstandings have been ironed out to the satisfaction of both parties to the agreement. This, in spite of the fact that this clause of itself did not and could not prevent a school board from terminating an agreement.

Board of Reference

To provide an additional safeguard, Section 197 of *The School Act* was amended in 1925 to clarify the previous provisions for a Board of Conciliation, but it has not proven as efficient as it could be in preventing injustices to teachers and school boards owing to lack of the following:

- (1) The prevention of school boards from hiring another teacher during the period between the application for a hearing and investigation and delivery of the findings of the Board of Reference.
- (2) The power being given the Board of Reference to impose its findings on either or both parties to the dispute.

The Alliance represents with every conviction and respect that slight amendments to Section 197 of the present *School Act* would have solved the whole problem to the satisfaction of teachers and to the benefit of the schools, without the new Section 157 of *The School Act*, making termination of agreements between terms subject to the approval of the Inspector.

Our objections to these new conditions (Section 157 of the new Act) were dealt with fully in our editorial columns in the May issue.

It might be that the Board of Reference could be made more mobile in its activities by making of it a one-man board instead of, as at present, a board of three, the person chosen being mutually acceptable to both the Alliance and the Alberta School Trustees' Association.

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We can't show all the pictures,
so we just show the BEST
100% Talking Pictures
Two Shows each night—
7:30 and 9:15

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LADIES' SHOP—Ladies' Hosiery,
Lingerie, English and Scotch Wool-
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Shoes for the Whole Family at
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Don't fail to see the wonderful line of Oriental
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Visit the Harmony Fountain Lunch
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PHOTOGRAPHS OF THE CANADIAN ROCKIES
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BANFF, ALBERTA

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The House of Comfort

ROOMS AND SUITES WITH BATH
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AMERICAN PLAN

L. C. ORR - - - - Manager

These advertisements are carried for your convenience. Keep this page for reference.

See the Glories of the Canadian Rockies



A Scene in the Rockies

THE TRAIL RIDERS

Those who have ridden fifty miles or upwards in the Canadian Rockies are qualified for membership in the Trail Riders of the Canadian Rockies, which affords an unusual opportunity for those interested in trail riding.

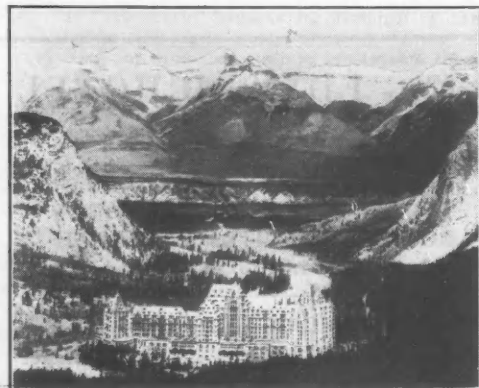
* * *

THE ALPINE CLUB OF CANADA

Holds a camp each year in the Canadian Rockies and welcomes all who have the ambition to climb or are interested in any way in the mountains. The 1931 camp of the club will be held at the head of Prospector's Valley from July 20 to August 3. Headquarters of the Alpine Club of Canada are established in a singularly handsome Club House at Banff.

* * *

THE OBSERVATORY on the top of Sulphur Mountain—by trail, part of which may be covered by car. A six-hour trip.



Banff Springs Hotel and Bow Valley

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The Museum
and Zoo
The Animal
Corral
Golf
Tennis
Fishing
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Mountain
Climbing
Motoring
The Hot
Springs
The Cave and
Basin



Lake Louise

THE UPPER HOT SPRINGS and Swimming Pool, 1½ miles by trail or 3 miles by road, at an elevation of 800 feet higher than the Hotel.

* * *

Accommodation is plentiful and comes at all prices, and all types may be obtained from the luxurious hotel to the private rooming house. Cabins and tent shacks for from two to six persons are fully equipped with all campers' needs. Camping ground for persons bringing their own equipment is also provided on Tunnel Mountain.

* * *

The view down the Bow Valley is one of the most superb in the world and offers an unrivalled panorama of dense green masses of pine and spruce sharp scythe-cut by the sparkling Bow and Spray rivers, the great massive Rockies framing the picture on either side; while stretching away to the east a chain of snow-capped peaks hems in the farther end of the vista.

* * *

Lake Louise, with the sun-glorified Victoria glacier at its farther end, is probably the most perfect gem of scenery in the known world—a dramatic palette on which the Great Artist has splashed his most gorgeous coloring.

* * *

Take back to your class the beauty and majesty and magnitude of the mighty Canadian Rockies which only familiarity with their environment will give—"a range of mountains"—how differently you will approach your class on this subject when you have experienced their mighty spell.

* * *

Banff is the vestibule of glory. Lake Louise is the birthplace of the spectrum, the paradise which the rainbow calls home—mirror of grandeur set in a frame of silver and green. (F. L. Collins)

All main roads lead from the

LOUISE SERVICE STATION

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Make this your starting point
Union Oil and North Star
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TED LANGRIDGE, Proprietor

These advertisements are carried for your convenience. Make your arrangements in advance so that you can enjoy your full time in the heart of the Rockies.

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quisite colorings, comfort-
able Emerald Lake Chalet.

Teachers! . . .

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80 rooms en suite with baths

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Central furnished cabins,
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Make your reservations early.

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111 BEAR ST.

PHONE 269

THE WORLD CONFERENCE ON EDUCATION, DENVER, 1931

THE World Federation of Education Associations will hold its Fourth Biennial Conference in Denver, Colorado, from July 27 to August 1, 1931.

The World Federation is the outstanding international educational association in the world. Organized in San Francisco in the summer of 1923, it has had a rapid growth and at the present time has a membership of over one hundred educational organizations, including in their membership more than half of the five million teachers of the world.

Since its organization, the World Federation has held three biennial conferences. The first of these was in the historical old city of Edinburgh, Scotland, in the summer of 1925. A very large attendance was present from England, Scotland, Ireland and continental Europe. The United States and Canada were also well represented. The second meeting was held at Toronto, Canada, in the summer of 1927, in the beautiful buildings of the University of Toronto. A total of more than five thousand teachers were in attendance at this meeting. The third conference, which was held at Geneva, Switzerland, in 1929, was in some respects the most interesting of all because of its international setting in the world's capital city and because of the cosmopolitan character of the meeting itself. Delegates were present not only from most European countries but from America, Asia, and Africa as well, a total of fifty-eight countries being represented.

The coming meeting at Denver should be the best attended and most inspiring of all. With the recent growth in the membership of the World Federation, with the splendid situation of the City of Denver itself, and with the hearty co-operation of the teachers of the world, success is assured. Delegates will be present from every nation of importance. The occasion should be one of the most notable ones in the history of the world with respect to the progress of education and the promotion of international understanding and international friendship.

The World Outside

MISS ANNIE CAMPBELL

Current Events' Committee
J. D. FERGUSON, M.A., Director

MISS R. J. COUTTS

Tagore

Tagore, lover of nature, lover of childhood, lover of youth, lover of humanity, inheritor of a culture the springs of which are hidden in remote ages, has just completed his seventieth year. But Tagore is not old for his spirit is constantly refreshed from that fountain, the life sources of which are inexhaustible, and which flow more freely, more fully and richly the deeper its draughts are imbibed. Tagore, the poet and philosopher and teacher, interprets the East to the West and the West to the East. Of Lord Irwin, ex-Viceroy of India, he says: "He is the very finest of English gentlemen, than which no other race are on a higher plane." To the West he cries a warning lest the dominating processes of material development prove an overmastering tyranny in its passion for power. And to India he says: "Beware the danger that lies in too great retreat into the inner processes of the mind to the neglect of outer activity and contact with the tangible material things." "Science," he writes, "means intellectual probity in our knowledge and dealings in the physical world, and such consciousness has a spiritual quality that encourages sacrifice and martyrdom."

A rare figure is that Indian mystic; grace and dignity in his form; beauty and serenity in his face; the peace that passes understanding shines out from his eyes. A world figure! He stands apart, unique! He speaks a universal language in song, in poetry, in fiction, and his philosophy permeates them all. With the heart of a child he speaks to the child with the simplicity of the child. With profundity of thought and experience he interprets life to those who have lived and who know life—"As one who has been living in the eye of the sun, commencing with the air, the stream, the spirit of the forest and the hearts of men and women." To him life and death are one. He sees the indestructible unity of the universe. Joy is the creative power. "From joy are born all creatures, by joy they are sustained, towards joy they progress and into joy they enter."

Many people had come to the conclusion that the newly arrived Republic in Spain had entered the list in a most decorous, orderly and peaceful fashion. That such opinion was immature recent reports of riots and burnings prove. Certain it is that this ancient throne of the Bourbons has collapsed and monarchy in Spain is ended. What explosive material lies hidden beneath the surface, time will soon tell. Certain also is it that the new Republic will have its mettle, its spirit and its resourcefulness put to the test. Democracy also has a rocky road to travel.

The tripartite treaty affecting England, France and Italy, brought about by the good offices of the British Foreign Minister, gave prom-

ise of an accord in the Mediterranean, and the peoples were hopeful for peace and a fruitful disarmament meet in February of 1932. But the dragon's teeth of suspicion following the proposed Austro-German Customs Union gives rise to a new crop of fear, and the nerves of the nations are a-tremor once more. Goodwill days will need to come oftener than once a year to hasten the reign of law in the world.

Uncle Sam has announced the withdrawal of American marines from the territory of their little neighbor, Nicaragua. Henceforth American citizens resident in that state will need to be content with the protection of the laws of the land within whose borders they have enlisted to live. On their own shoulders will rest the responsibility. They must accept the risk.

An exposition of Mexican art is at present (October, 1930-August, 1931) making an itinerary through several centres of the United States. With Dwight M. Morrow, ex-American ambassador to Mexico, originated the idea; the schedule was arranged for by the American Federation of Arts, while the survey of the field in Mexico and the outline of the scope of the exposition were intrusted to the director of fine arts in the Carnegie Institute of Pittsburg. The initial setting forth of the exposition was made under the auspices of the Ministry of Education in Mexico City, and the Mexican Government loaned valuable and unique examples of early art from the National Museum. The selection is meant to be a true representation of Mexican artistic production and includes two distinct sections. One, the old and modern applied arts and the old fine arts. In this section are works which though meant to be copies of foreign models "resulted in independent creations, the unconscious expression of national characteristics." The other consisting of the modern fine arts shows the conscious expression of Mexican ideology.

Sir Charles Grant-Robertson, Principal of Birmingham University, said in an address given recently that the total number of unemployed in the world today could not be put at less than twenty-five million. Many of those twenty-five million have wives and families dependent upon them, and when the dependents are added to the number given by Sir Charles, it becomes apparent that an appalling total of our fellow human beings are suffering want. No wonder manufacturers seek in vain for markets, when such a multitude through lack of employment, have not the money to buy the manufacturers' goods. Sir Charles described our present state as a vicious circle and said that no partial national solution would provide a remedy but that international co-operation was the only way.

A recent issue of the *London Teacher* contains an article headed "M.R.S.T." (Member of the Royal Society of Teachers). The article says that the Royal Society of Teachers consists of the body of professional men and women who are registered teachers. The executive is the Teachers' Registration Council and the chief work of that Council is "to establish standards of professional qualifications in every branch of the work."

"When the teaching profession is an organized and united body, the Royal Society of Teachers will occupy the same place in relation to the profession and in the eyes of the nation as the British Medical Council and the Law Society." Both the N.U.T. and the L.T.A. are making an earnest effort to persuade all teachers not yet registered, to register as soon as possible. Members of the A.T.A. will wish the movement every success.

* * *

Old fashioned Presbyterians will remember that among the funds of their church there used to be one called the Augmentation Fund, whose purpose was to "augment the stipend" of those ministers whose congregations were unable to pay them a sufficient salary. But it appears that churches are not the only bodies to recognize the wisdom of having an Augmentation Fund. The Senussi tribe have recently contributed to one for Italy. According to a news item: "Public and private property of every kind, including chattels and live stock owned by the Senussi tribe in Cyrenaica, North Africa, shall be confiscated and become the property of the Italian State."

It is ten years since the first goodwill message was radioed from land to land by the children of Wales. Now from children in many lands and on every continent messages of goodwill and friendliness are broadcast around the world on May 18, and that date has come to be recognized as World Goodwill Day.

This year beginning at eight a.m. at the Pacific Coast boys and girls telephone goodwill messages from capital to capital across the United States and the provinces of Canada, by way of Ottawa until the call reaches Washington. Also from capital cities in South and Central American countries come the friendly calls from voices of boys and girls. During the same day calls from all over Europe and from Africa and Australia centre at London. At four p.m. Washington, which is nine p.m. London, these messages are exchanged. So on May 18, 1931, sounding from the shores of the Pacific on the west the calls meet those from the shores of the Pacific on the east, a chain around the world almost.

* * *

In his encyclical of May 15th, Pope Pius XI made an important pronouncement on our present ills, in these words: "It is absolutely necessary to reconstruct the whole economic system by bringing it back to the requirements of social justice so as to ensure more equitable distribution of the united proceeds of capital and labor."

ARE YOU ESTABLISHING A RESERVE ?



In the Battle of the Marne seven hundred of these taxicabs rushed reserve soldiers from Paris to the front. Reserves won that Battle and the World War. The Battle of Life demands reserves—in character, health, education, and in money.

Do you recall the news story of seven hundred taxicabs dashing out of Paris one night early in the World War? The taxis were loaded to the running boards with soldiers. General Gallieni was rushing a brigade of the French reserve to a weak point in their line. The Battle of the Marne, one of history's decisive battles, was being fought. The Allies won the victory through reserve.

More than one hundred years before that the reserve led by Desaix won the Battle of Marengo for the French under Napoleon. It was a maxim of that great commander that "Providence is always on the side of the last reserve." But unfortunately for him, Blucher's German army supporting Wellington was "last" at the Battle of Waterloo.

The necessity to the individual of having a reserve in money is just as important as the reserve troops in times of war to a nation. In fact even the nation with troops but without money is doomed to defeat. All the people who have achieved outstanding success in life state that the first thing a person must learn to do is to establish a reserve. That requires courage and imagination and the adoption of a systematic, guaranteed method. Such a method is supplied in an admirable manner by Commercial Life Policies and Bonds.

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HEAD OFFICE - EDMONTON



Local News

EDMONTON

At the annual meeting of the Edmonton Public School Teachers' Alliance, held at McKay Avenue School recently, it was announced that under the new system inaugurated this year for the selection of its chief officials, H. Leonard Humphreys, Principal of McCauley School, was elected by acclamation as President for the ensuing twelve months, together with the re-election of A. J. Skitch, of Eastwood Public School, as Vice-President, and Mr. Alex. Stockwell, of Jasper Place, as Secretary-Treasurer.

Following statements by Mr. D. A. Grout and the retiring president, relative to the work of the Business Men's Committee organizing the football playoffs between Calgary and Edmonton Public Schools, a resolution was unanimously passed pledging all possible support in meeting the expenses necessary for this year's Edmonton finalists (Spruce Avenue team) to meet the Calgary favorites in the latter city.

Reporting his past year's activities as president and Alliance representative at School Board meetings, the retiring president, T. E. Hughes, voiced high appreciation, heartily concurred in by the meeting, of the strenuous efforts being made by the School Board and its chief officials towards the solution of the many heavy problems still facing it, the vitally serious High School situation, and various Public School features, including among the latter the question of staff "efficiency" rating, Bible reading, school banks, etc.

The Secretary-Treasurer's report and audited accounts showed a balance on the right side and a substantial membership roll; and the Alliance delegates to the recent annual convention of the Provincial Alliance—Miss Draper and Messrs. Harman, Clayton, and Elliott—reported thereon, with special reference to the recent amendments to *The School Act*.

A hearty vote of thanks was unanimously tendered to the retiring president and executive, and the following representative members were elected upon the new executive: For principals of the larger schools, C. G. Elliott, of Oliver School; principals of smaller schools, Miss A. D. Brown, of Jasper Place School; women vice-principals, Miss E. Donaldson, of Alex. Taylor School; men vice-principals, Mr. A. V. Cameron, McCauley School; Grade teachers, Miss M. A. Tompkins, Oliver School, and for special teachers, Mrs. E. J. Murray.

LETHBRIDGE

The annual meeting of the Local Teachers' Alliance was held on May 3rd at Central school. A good attendance heard the reading of the financial and general reports of Miss Lange, secretary-treasurer, which showed an increased membership and a good balance in hand. Miss E. Reid, who was delegate to the annual general meeting of the provincial organization, held in Easter week, gave a concise but very interesting report of the proceedings there. The

members showed their appreciation of both these reports with hearty applause.

The election of officers for the year ending Easter, 1932, resulted as follows: President, Miss E. Reid; vice-president, Mr. Vaselenak; secretary, Miss Lange; treasurer, Mr. Collins; representatives on executive: Bowman, Mrs. McLeod; Central, Miss Hardy; Collegiate, Mr. Brodie; Fleetwood, Miss Flinn; Galbraith, Miss Haines; Westminster, Miss Gray. Mr. George Watson was elected district representative on the provincial executive at Easter and received the congratulations of those present. The thanks of the members were also heartily extended to the retiring officers.

It is expected that membership will increase during the coming year and a committee is considering topics for discussion at future meetings. While the membership of the organization has steadily increased from year to year there is urgent need for still greater co-operation among the teachers of the province and the city and all are appealed to to continue their previous interest or commence their support now.

COLEMAN

A meeting of the Coleman Branch of the Teachers' Alliance was held on April 14, at four-thirty. The president, Miss Yuill, took the chair. Eleven members were present.

The minutes were read by the secretary, Miss Haysom, and adopted as read.

It was decided that the last meeting for the year would be held on the evening of May the twelfth, at which Mrs. Clifford and Mr. J. Cousins would lead the discussion on India.

The meeting then proceeded to the topic planned to be discussed, namely, Russia. Miss B. Dunlop described the Five-Year Plan. Miss M. Houston pointed out the effect that the Five-Year Plan was having and was likely to have upon world trade. Discussion followed.

The teachers' choir has continued to practise once a week.

FORT SASKATCHEWAN

The Fort Saskatchewan A.T.A. Local met on Tuesday, May 26th, at Partridge Hill. Mr. Anderson, the President, occupied the chair.

"High School Subjects" was the chief topic of the evening. Mr. Anderson in presenting a very instructive address, chiefly stressed the subject groupings necessary to each grade. He pointed out the various considerations necessary before choice of optional subjects was made, and showed how a student must take a particular choice if Departmental or University requirements were to be met.

Mr. Anderson's address, which was well received, was preceded by a discussion led by Mr. Monk. Last-minute changes in *The School Act*, Normal School policy, and significant trends in vocational education received attention. All members present took part in the discussion.

After adjournment the party went to the Teachers' hall, where the hospitality of Mr. and Mrs. Clegg was enjoyed.



OUR TEACHERS' HELPS DEPARTMENT



This department exists for the service of Alliance members in the classroom. It will be directed, as it always has been, to give help where it is most needed, i.e., in the ungraded school. We shall try to fill our columns with good interpretations of Literature, time-saving devices in Arithmetic, useful suggestions and needed information.

We shall not be able to cover all the ground. If you wish us to print in these columns any particular material, if you want suggestions about how to organize lessons in certain subjects, please let us know. We will try to fill these columns with the helps you need, or, if we cannot always do that, we will try to tell you where the helps can be obtained. It will not be possible, however, for us to answer queries through the mail. Look for replies in the "T.H.D."

Write, stating clearly what you want, to
EDITOR, T. H. D.,
A. T. A. Magazine,
Imperial Bank Building, Edmonton.

DO YOU NEED—

A book containing special material for History, Geography, Citizenship, Literature or other work in the classroom

A book on teaching method

A book to illustrate some phase of extra-mural University work

Advice or assistance in the selection of Intelligence, Proficiency or Progress Tests?

You may not be able to name the book, yet you know what you want it for. If you will write to us stating SPECIFICALLY the kind of help that you want, we will try to find the right book in the Provincial or University Libraries, and send it to you.

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Imperial Bank Building,
Edmonton, Alberta.

Classroom Hints

GRADES V. AND VI.—

COMPOSITION

Arithmetical Dictation.—Just by way of checking the Arithmetical vocabulary of your middle grades, dictate to them the following passage, and see how many of your pupils make a perfect score. Read it in an offhand way, and do not help them by exaggerated distinctness. Never mind the meaning—there isn't any. Call out the periods:

"In this exercise we must divide the larger number by the smaller, and then take away the quotient from the total of the third column. Having subtracted thus, we must write down the remainder and multiply it by the divisor with which we began. If the product of this multiplication has more than nineteen figures, that will be the answer. If not, it should be divided by two thousand. Work it out as a fraction with a numerator and denominator and cancel it down to its lowest terms. This method will not help you to find the perimeter of a field or the size of an acre or the height of a triangle or the length of a furlong, but this dictation exercise will show whether you can spell accurately in your Arithmetic books."

Some Mixed Exercises for Test and General Purposes

TEST A.

1. Mary's home was a little stucco cottage on the main road. The town of Bellerof has a population of about nine hundred. It stood in a little clearing, sheltered by a thick grove of poplar and tamarack. Its red shingled roof and white verandah made a pleasing picture in this green frame. It is situated on the Jasper Highway, ten miles east of the Brazeau crossing. Its buildings are mostly scattered along a hillside, facing the south. Planted close to the dwelling there were thriving bushes of honeysuckle and lilac. Four elevators tower above the little railway station in the valley. The garden plot was gay with flowers, and a neat gravel path led down to the road. The school with its playgrounds occupies the flat meadow just east of the town.

(a) Here are two paragraphs which have been mingled. What is the topic of each paragraph?

(b) Write the paragraphs separately, leaving ten lines between the first and second.

(c) Add three sentences to the first paragraph, and three to the second paragraph, so as to make the pictures more complete.

2. Use the following words correctly in sentences: fertile, harbour, spray, destitute, bustle, secure, pollen, exclude, practise, practice.

3. Write an interesting sentence about each of the following: A radio, a moving picture, a meadow lark, a gopher, a train.

4. Punctuate these sentences correctly: Im a carpenter what are you What is the time asked henry In the barn were three horses several hogs and an old jersey cow Remember boys and girls to take your books home Come and see us mr johnson shouted after me any time youre in town

5. Suppose that you have arranged to spend the next two weeks with your cousin in the city, but your younger brothers (or sisters) have caught measles. Write a letter to your cousin, explaining that you cannot leave home until you are out of quarantine. Draw and address an envelope to your cousin.

TEST B.

1. Think of what you have read about ONE of these people: The Waiter, Robinson Crusoe, Henry Hudson, the Pioneer's Wife.

(a) Write four good sentences describing the appearance of the person you have selected from those four.

(b) Note down ten things which you remember in the story of that person.

(c) Select the five most interesting things out of the ten you wrote down, and make them into a good paragraph.

2. (a) What is the difference between a prefix and a suffix?

(b) What meaning does the prefix add to each of the following words?: pro-pellor, con-versation, ad-here, dis-tasteful, re-write.

(c) Write down five other words with each of the above prefixes used in the same way.

(d) What meaning does the suffix add to each of the following words?: scratch-ed, boy-hood, fool-ish, power-ful, gos-ling.

(e) Write down five other words with each of the above suffixes used in the same way.

3. (a) Give the opposite of each of these words: timid, ugly, kind, fail, retire, miserly, lazy, frigid, hero, idleness.

(b) Use the following words correctly, each one in a short sentence: Good, well, gone, went, lie, seen, learn, lay, saw, can.

(c) Spell correctly the names of ten foreign wild animals.

4. Write one careful sentence about each of the following, to explain what it is, for the benefit of a person who does not know: A neck-yoke, a dash-board, a hangar, a coulter, a ventilator, a fanning mill.

5. Write a good paragraph upon one of the following topics: How a duck lives. An exciting experience you have had. A character in a story. The job you would like. If you were building a house.

6. Write a letter to the Bosward Seed Company, Regina, asking them to send you a dozen peony roots of different kinds, and also to send you their catalogue of garden shrubs. Enclose \$1.50.

Draw and address the envelope for the letter.

TEST C.

1. (a) Explain in your own words the following proverbs: What is sauce for the goose is sauce for the gander. The mill will never grind with the water that is past. Handsome is that handsome does. As the twig is bent the tree grows. Too many cooks spoil the broth.

(b) Write down and explain three more proverbs.

2. In each of the following sentences write a clause beginning with "who" or "which," so as to make the sentence give more information:

- (a) The boy.....was listening very carefully.
- (b) I jumped aboard a street-car.....
- (c) I would like to catch the coyote.....
- (d) The man.....was very clever indeed.
- (e) The car.....had a broken axle.
- (f) Those trees.....were planted by my grandfather.
- (g) Bring in the parcels.....
- (h) Cartier was the French sailor.....
- (i) Aluminum is a metal.....
- (j) Never trust a dog.....

3. Suppose a stranger knocks at your door and asks the way to the next town which is fifteen miles away. Write down like a little bit out of a play what you said to each other, each one speaking six times, like this:

Myself: Good morning.

Stranger: Good morning. Can you kindly tell me . . . (etc.)

4. Think of any picture which you can see very clearly in your mind, but not on the classroom wall. Note down ten things which you remember in the picture. Then select the six most interesting things and make them into a paragraph which will run smoothly.

5. You have discovered that there are large numbers of muskrats in a slough on your farm, and you want to trap some for their skins. Write a letter to the Provincial Secretary, Government Buildings, Edmonton, asking whether you require a license, and if so, how much it will cost.

Draw and address the envelope, and show where the stamp should be affixed.

TEST D.

1. The boats in which pearl-fishers go to sea contain about twenty men. This pull announces that the diver is ready to return to the surface. Pearls are much less expensive than diamonds, but many people think them more beautiful. The men who dive take a stone, on which they place one foot, while they hold the rope firmly with both hands. The fishermen who remain in the boat wait until they feel a pull on the rope. There are no longer any pearls along the Panama coast. Thus balanced, they sink to the bottom. In these boats are kept large flat stones, to which ropes are securely fastened. A diver may take as many as fifty plunges in a day, bringing up hundreds of shells.

(a) Study the above sentences carefully, and write down the two which do not seem to belong to the same topic as the rest.

(b) Arrange the remaining sentences so as to form a good clear paragraph.

(c) Write a suitable title to the paragraph.

2. Explain in a careful sentence:

- (1) Where Jasper is.
- (2) What the baseball catcher does.
- (3) Why we should clean our teeth regularly.
- (4) The difference between evergreen and deciduous trees.
- (5) How a well should be covered in.

3. Use the following words correctly in sentences: jocular, caution, apiary, stalking, lens, parallel, erect, humbly, twinkle, vigor.

4. Distinguish the following different kinds of boats or ships: yacht, liner, cruiser, submarine, trawler, punt, tramp-steamer, canoe, scow, jollyboat.

5. Write a letter to Professor Hanson, 9326 Pembina Drive, Edmonton (this is a fictitious or "made-up" name). Describe to him a nest you have found, telling him where you found it, what it was made of, how many eggs were in it and what they were like. Ask him if he can tell you what bird owns the nest.

GRADE VIII.—

HISTORY REVIEW

(A) For about five centuries the Parliament of the English people had to struggle against the kings and queens for

the people's rights and liberties. Tell what part was played in that long struggle by the following people:

- (1) King John.
- (2) Simon de Montfort.
- (3) The Lancastrian Kings.
- (4) Henry VII.
- (5) James I.
- (6) Hampden.
- (7) Oliver Cromwell.
- (8) William of Orange.

(B) One hundred years ago, very few people had the power to vote in the election of members to Parliament. Part of your history study has been about the steps by which Adult Franchise was obtained.

- (1) Describe the election conditions before the first Reform Bill.
- (2) Give the date, the chief supporters, and the most important terms of the first Reform Bill.
- (3) Why were the working classes dissatisfied with the first Reform Bill? What movement did they start, and what were their demands?
- (4) Who introduced the second Reform Bill, and when? How did that broaden the franchise?
- (5) Write a short statement about:
 - (a) The enfranchisement of women.
 - (b) The third Reform Bill.
 - (c) The Catholic Emancipation Act.

(C) The British Empire has been built chiefly by the courage and ability of a few outstanding men, who were strong enough to lead the way for others, or to spur them on to wonderful deeds. Tell what part was played in making the Empire, by the following:

- (1) James Lancaster.
- (2) Robert Clive.
- (3) James Wolfe.
- (4) Captain Cook.
- (5) David Livingstone.
- (6) Cecil Rhodes.

(D) Great Britain has changed in the last two centuries from a quiet agricultural land to a great manufacturing country.

- (1) Give a description of this change, making reference to:
 - (a) Sources of power.
 - (b) Textile industry.
 - (c) Coal and iron.
 - (d) Modes of transportation.
 - (e) Postal and other communication services.
 - (f) Shifting of population.
- (2) Why should a Canadian child be interested in this part of British history?
- (3) Give an account of social changes—that is, changes affecting the comfort of human beings—during the last hundred years. Refer to: (a) slavery; (b) labor in factories; (c) prison reform; (d) education.

(E) The old countries of Europe (such as England and France) did not at first understand how to treat their young colonies, because they had no experience in colonial government. England lost the American colonies, but did not lose Canada.

- (1) What events or causes led to the quarrel between Britain and New England?
- (2) Relate briefly the events of the quarrel from 1774 (the Continental Congress) to 1782.
- (3) Why were the people of Lower and Upper Canada so discontented that they rose in rebellion. (Give a full answer for each.)
- (4) What is your idea of the difference between Representative government and Responsible government?
- (5) Give a short account of the steps by which the Canadian people gained Responsible government.

(F) Canada today is still a long, narrow fringe of settled country along the northern boundary of the United States. The U.S. has been, and is, many times more populous and powerful than Canada; and so of course Canada's development has been greatly influenced by so great and near a neighbor.

- What had U.S. to do with the decision of the Canadian provinces to form a union (i.e., to confederate)?
- On what occasions have Canada and the U.S. been at war? Tell briefly the part taken by Carleton, Arnold, Brock, Chaucey and Salaberry in these campaigns.
- Why has the settlement of boundaries between Canada and U.S. been so difficult?
- Make a sketch map of Canada, indicating the points at which boundary disputes have arisen, naming the location and date of settlement.
- What do you understand by commercial "Reciprocity"? What do you know about Reciprocity between Canada and U.S. during the past century?

Note.—This is NOT a complete review scheme for the Grade VIII course.

SOME PROBLEMS IN ALGEBRA

Factoring—

- $12-2h-4h^2$
- $27y^3-512$
- $9x^4-9x^2-28$
- $4x^4-25y^8$
- $2ac-bc+6ad-3bd$
- $1+81x^4-18x^2$
- $x^4-15x^3+56x^2$
- $3x^3-75x$
- $1+2x^2-3x^4$
- $12-15a+16x-20ax$
- y^6-343
- $x(x+4)-y(y+4)$
- $(a+b)^2-(c-d)^2$
- a^2-a-c^2+c
- $27x^4+8x$
- $(a+3b)^3-(3a+b)^3$
- $(a+b+c)^2-4c^2$
- $a^2b^2+a^2+b^2+1$
- $x(x+2)-y(y+2)$
- x^4-23x^2+1

Answers:

- $(4+2h)(3-2h)$
- $(3y-8)(9y^2+24y+64)$
- $(3x^2-7)(3x^2+4)$
- $(2x^2+5y^4)(2x^2-5y^4)$
- $(c+3d)(2a-b)$
- $(3x+1)^2(3x-1)^2$
- $x^2(x-8)(x-7)$
- $3x(x+5)(x-5)$
- $(1+3x^2)(1-x^2)$
- $(3+4x)(4-5a)$
- $(y^2-7)(y^4+7y^2+49)$
- $(x+y+4)(x-y)$
- $(a+b+c-d)(a+b-c+d)$
- $(a+c-1)(a-c)$
- $x(3x+2)(9x^2-6x+4)$
- $2(b-a)(13a^2+22b+13b^2)$
- $(a+b+3c)(a+b-c)$
- $(a^2+1)(b^2+1)$
- $(x+y+2)(x-y)$
- $(x^2+5x+1)(x^2-5x+1)$

SIMULTANEOUS EQUATIONS

Answers:

- $3x+5y=19$
 $5x-4y=7$ 3 and 2
- $8x-21y=5$
 $6x+14y=-26$ -2 and -1
- $39x-15y=93$
 $65x+17y=113$ 2 and -1
- $8x-11y=0$
 $25x-17y=139$ 11 and 8
- $.5x+y=2.75$
 $3.4x+.02y=1.75$ $\frac{1}{2}$ and $\frac{5}{2}$
- $\frac{x}{5}+5y=-4$
 $\frac{y}{5}+5x=4$ $\frac{5}{6}$ and $-\frac{5}{6}$
- $\frac{x-2}{3}-\frac{y+5}{2}=0$
 $\frac{2x-7}{3}-\frac{13-y}{16}=0$ 5 and -3
- $\frac{7}{x}-9y=57$
 $\frac{x}{5}+2y=7$ $\frac{1}{3}$ and -4
- $3x-4y+2=5x-6y-2=7x+2y+4$ 5 and 2
- $4x-\frac{1}{3}(y-3)=5x-3$
 $2y+\frac{1}{3}(2x-5)=\frac{21y+37}{6}$ 5 and -3

MISCELLANEOUS

- If you are m years old now, how old were you seven years ago?
- If a square field measures $a+b$ rods each way, what is its acreage?
- If a train travels n miles an hour, how far will it go in t hours? In x minutes?
- If a pencil cost 5 cents, how many can be bought for b cents?
- What is the quotient when you divide q into p ?
- If one side of a rectangle is m inches, and the shorter side is 13 inches less, how would you express the area in square feet?
- If $x=7$, what is the value of $8x^3-5x^2+2$?
- How would you square the expression $a+3b$ without long multiplication?
- If a boy climbing a pole was x feet from the ground, and climbed -7 feet higher, how far would he then be from the ground?
- Find four consecutive multiples of 7 whose sum is 126.
- Make up a problem about the area of a rectangle, to fit this equation: $a(a+7)=78$.
- Make up a problem about two consecutive even numbers to fit this equation: $x^2-(x-2)^2=52$.
- Make a statement about a boy's present and future age to fit this equation: $x+45=6x$.
- Make up a problem about dollars, dimes and nickels to fit this equation: $100x+10x+5x=1495$.
- Make up a problem about the perimeter of a field, to fit this equation: $2x+2(2x+10)=680$.
- What is the area of a path x feet wide surrounding a lawn m feet square?
- Divide x^5-5x^2+5x-1 by $1+x^2-2x$.
- Divide $a^3-3abc+b^3+c^3$ by $a+b+c$.
- If $a=1$, $b=2$, and $c=-3$, find the value of $a^3+b^3+c^3-3abc$.
- Solve the equation $3x^2=(x+1)^2+(x+2)^2+(x+3)^2$.

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FRENCH REVIEW SETS—SENTENCES, VERBS, TRANSLATION, ETC.

A

1. Give the whole tense of: I am, I have, I give, I ask, I speak, I go, I carry.
2. Perfect your translation of Story No. 1.
3. Translate: The child, the man, the tree, the uncle, the potato, the girl, the money.
4. Translate:

I give Mary the pens.
We shut all the doors.
They like (love) apples.
Where is Henry's money?
John's father lives in Calgary.
There is the chalk, Louise.
There is a church at Mansfield.
Here is my house.
Here are my brothers.
Give me his notebooks.

B

1. Give the whole tense of: I like, wish, say, read, write, go out, sleep, go to bed, do.
2. Perfect your translation of Story No. 2.
3. Translate: His uncle and aunt, her father and mother, my pen and ink, their paper and books.
4. Translate:

We are writing on the board.
They close three windows.
You (pl) speak French well.
She opens her notebook.
The teacher is in front of the table.
A piece of pencil.
Five pieces of paper.
Thou hast seven children.
My three sisters.
The four windows are shut.
Behind.
A gentleman.
Show me.
With, without.
A cherry.

C

1. Give the whole tense of: I will be, —have, —give, —ask, —carry, —speak, —go, —sleep, —do.
2. Perfect your translation of Stories 3 and 4.
3. Translate:

A book.	Some money.
A pear.	Some meat.
A boy.	Some fruit.
A horse.	Some books.
A day.	Some men.
A chair.	Some lessons.
A store.	Some sisters.
A word.	Some trees.
A lesson.	Some apple trees.
A morning.	Some sons.
A hand.	Some stockings.
A school.	Some spoons.
Some paper.	Some forks.
Some soup.	Some knives.
Some chalk.	Some newspapers.

4. Translate:

I have not his pen.
We don't write our lesson.
Thou hast not nine pens.
Have we any books?
Are they reading?
We are not tired.
He doesn't go to school.
You are not sleeping.
Does he write well?
Do I speak slowly?
They don't like peaches.
She is not carrying my chair.
I do not speak English.
Is she at her seat?
Are they here or there?

D

1. Give the whole tense of: I will eat, —take, —work, —listen, —sell, —finish, —write, —come.
2. Perfect your translation of Stories 5 and 6.
3. Translate:

my mouth.	our towns.
thy father.	your eyes.
*her son.	their relatives.
our school.	our pupils.

your house.
their bread.
my wheat.
thy friends.
*his chickens.
our noses.
your feet.
their heads.
my aunts.
thy teeth.
her horse.

my money.
his daughter.
their doors.
its ears.
thy tongue.
its fingers.
your body.
her hands.
our dresses.

*What about the translation of "his....." and "her....."?

4. Translate:

We have no paper.
I don't see any birds.
Hasn't he any shoes?
Hasn't it any teeth?
There is no ink.
There are no trees.
Aren't there any plates?
He buys no clothes.
They have not any relatives.
She isn't carrying any books.
Have we no soap in our bedroom?
Does she write no letters?

E

1. Give the whole tense of: I have been, —had, —done, —bought, —sold, —taken, —*departed, —gone, —come, —got up, —washed myself, —arrived. (Care with the last 6*).
2. Perfect your translation of Stories 7, 8 and 9.
3. Translate:

Are we?	Do they take?
Do we see?	Is it going?
Can they?	Can he?
Am I coming?	Do they say?
Is she reading?	Will she be happy?
Have you?	Will they go today?
Comest thou?	Will you come early?
Does he know?	Will he finish the lesson?

4. Translate:

Does he need some ink to write his exercise?
Yes; he hasn't any and he needs some.
How many legs has that animal? It has four. I see only three (I do not see but—).
Are the pupils' books open? Yes, but their eyes are shut.
Are we listening to our teachers, and do we understand them?
Is the window open? No. Why is it shut every morning? I don't know.

F

1. Give the whole tense of: I come, I take, I know, I finish, I grow big, I launder.
2. Give the feminine of: Actif, gros, cruel, long, blanc, faux, muet, cher, vieux, beau.
3. Perfect your translation of Stories 10 and 11.
4. Translate: (Use Est-ce que in each case)

Do you need all those pencils?
Have you given John eleven francs?
Does Joan not like lettuce?
Will he not arrive this evening?
Have you spent an evening here?
Don't we need many exercises?
Is she Maurice's sister or his cousin?
Won't your mother give you any?
Aren't fourteen silk dresses enough?
Will the weather always be cold?
5. Translate:

My name is Adela and my little brother's is Edward.
What is her brother doing behind the door?
We use ink to write our news for the papers.
They don't use chalk to wash clothes.
Will you be so good as to speak more slowly?
My little cousin tries to carry her big chair.

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No. 4

Mr. T. O. King, Raymond, Mr. H. C. Wingate, Cayley, and Dr. C. A. Staples, Stettler, were appointed a committee to meet with members of the executive of the Alberta Teachers' Alliance to discuss form of teachers' contract. The meeting was held in the office of the Deputy Minister on Tuesday, May 26th.

Illiteracy is deplorable, but it is not as bad as being able to read everything and believing it all.
—*San Diego Union*.

VOLUNTARY SUPERVISORY AREAS FOR SASKATCHEWAN SCHOOLS

By A. R. BROWN, Director of Rural Education

IT has been apparent for many years that our rural and small village schools have been sadly in need of increased supervision. A large proportion of the teachers in such schools are young and inexperienced. The inspector of schools is unable to visit them in the classroom for more than two or three hours, two or three times a year. Under the circumstances, even admitting that the teachers were conscientious, normally intelligent and duly certified to teach, it is quite apparent that the task of handling many grades in all subjects without adequate supervision must be one of tremendous difficulty.

To meet this situation the Minister, the Hon. J. T. M. Anderson, has proposed that a number of voluntary supervisory areas for experimental purposes should be organized. One each are in operation in the Kindersley and Glidden district and two others, one adjacent to Raymond and the other southwest of Radville, are in course of organization. These regions were chosen for the development because a great many inquiries had

reached the Department from these territories indicating there was a strong desire on the part of trustees and ratepayers to enter into such an undertaking.

The Kindersley scheme covers thirty-nine classrooms chiefly rural but including a few village rooms. This is roughly one-third the number usually placed under an inspector. There is this further important difference: an inspector is responsible for all types of administrative problems in his territory in addition to the supervision of teaching services whereas the supervisor will be responsible for only one type of service, the improvement of the teaching given the children in the schools in her territory.

The supervisor for this district, Miss Mary Isabella Grant, whose appointment was announced recently, is western born and trained. She holds a permanent First-Class Professional Certificate obtained in this province. She has taken several summer courses and in addition studied Primary Methods at Teachers' College, Columbia University, for one year. During the past summer she conducted a course in Primary Methods in the Summer School of the University of Saskatchewan. She is well qualified for the position and should make a success of her work.

The supervisor is directly responsible to the Department of Education. Her relation to boards of trustees is advisory. Her relation to the teachers in her area is similar to that of a school principal.

The main duties of the supervisor are:

- (a) to direct the work of teaching in the schools of the area;
- (b) to outline and plan the work to be done in each grade;

(Continued on Next Page)

Addresses Delivered to the Annual Convention of the Alberta School Trustees' Association

AN ADDRESS

By DR. R. C. WALLACE, President, University of Alberta

Mr. Chairman, Ladies and Gentlemen:

It is indeed a pleasure to be here with you, and I am only sorry circumstances made it impossible for me to be with you at a previous Convention of your Association. It is a pleasure because I realize you are men and women devoting your time and thought and energy continuously and generously to the matter of building up education in this part of our country. I often feel those of us who have to deal with the more administrative side of the work in education, as you have to do, and as I have to do in the work I am doing now, are apt to be overwhelmed with our administrative views and difficulties, and to lose sight to some extent of the thought behind it.

We are concerned, you and I, with the machinery of education, and machinery is simply a means to an end, nothing more or less, and it is the end that is the important matter in your work, and, as soon as we find we are becoming too much of administrative machines, we know we are losing out and not doing our work.

Will you let me for my own sake and yours take you away from so much of the administrative machinery which must take up your time as trustees in your own field? I am not going to say anything to you that is new, but you will simply permit me to put it in my own way.

What are we doing today? We are trying in our own way to help others, the young boys and girls, to get an education. And what is that after all? You will define that in your own way and I will define it in mine, but let me tell you what I think it means.

First of all, I think it means we are trying to fit the boys and girls better today for the particular job, occupation, vocation or profession in life that they intend to follow. We are fitting them in a purely utilitarian way to perform their work better, whatever that may be. They may follow many different types of work, but if they are craftsmen, we are helping them to become better craftsmen by learning to use their hands, helping them to interpret the information which they may receive, for the use of themselves in their profession or job. We are helping them to become more intelligent artisans, business men and women, professional men and women, because this is true, is it not, that while our life job is not the important end of life it is yet very important as we make our living by it, and unless we are relatively fitted for that work and efficient in the way we work we are not going to gain very much. If you are a poor farmer you will not be a good school trustee. If you are a good farmer then everything else you do will be good. If, as farmers, you are not a success, your work as school trustees is going to be minimized by that fact. We have to be as successful as possible in the job we are doing in life, for the reason that education is not a purely utilitarian thing, but is to try to help us to do better whatever we are trying to do; to be more successful and obtain more of the awards in that particular job. It is the most important and probably the most practical in financial issues, but in education it means a great deal.

I do feel a medical man trained in a University ought first to be a good medical man. Because of lack of skill he is going to be a loss in the community, because if he fails as a medical practitioner there will not be the same confidence placed in

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Voluntary Supervisory Areas for Saskatchewan Schools

(Continued from Preceding Page)

- (c) to hold conferences with groups of teachers at regular intervals for the discussion of problems;
- (d) to visit all teachers in their schools regularly and as frequently as possible;
- (e) to give particular attention to assisting newly appointed and inexperienced teachers;
- (f) to advise boards of trustees in the selection of teachers to fill vacancies;
- (g) to co-operate with teachers in giving helpful advice relative to the maintenance of the health of all school children.
- (h) to co-operate with the inspector and to report to him conditions requiring his advice.

The cost is shared between the Department of Education and the school districts, the former paying the salary and the latter the expenses of the supervisor. The financial responsibility of the district is limited by agreement to a maximum of thirty dollars per classroom operated.

The duration of the experiment is for a period of five years but if at the end of three years the majority of the boards concerned wish to terminate the agreement they may do so by notifying the Department in writing to that effect.

If the experiment proves a success it will undoubtedly be extended to other areas. Boards of trustees interested in the scheme and hoping to develop a similar idea in their own territory should discuss the matter with their ratepayers and the trustees of neighboring districts. Where the response is satisfactory the proposal should then be referred to the Department of Education for consideration.

—The School Trustee, Saskatchewan

him. You first of all must do fairly well in the job you have to do.

Secondly, education is going to do this thing for us. It has to make it possible for us to perform different functions as citizens in our community the better. We have a function to perform in that we are part and parcel of the people, one of the groups of people who make up the Dominion and have a place in the world, and so we have that function to perform as citizens.

If education means anything to us it means we get an idea of that function and the duties we have to perform because we do not live individually but as human beings. Socially and politically we have obligations as human beings. It is a wider view and it is because of that view that you are here today fulfilling your functions as school trustees, because you have accepted obligations which the community has placed upon you. Education is not of much value if it does not mean those who are educated have a wider conception of civic and social obligations than those who are not. If it is said to you that the business men who had to leave school early and who have made a success of business are carrying a heavier social responsibility than the professional men trained at a University, then I say to that extent the Universities are failing. They should have given that wider conception and I think they are giving it, and men and women are going through them and coming out with a wider conception of community and world obligations than men who have not education.

It is the case and we cannot but thankfully accept it that a great number of men and women of limited education have had conception of their social and civic duty, spending their time in the duties which we, as citizens, must perform. That is the second viewpoint in education. Then there is a third and to many of us it means a great deal.

After all, there has come down to us as human beings a heritage that is particularly valuable, a heritage of the thought of all the ages, the thought of men of many opinions and many times, the great men and women, the giants of their time. The human race has been able to place that thought on record so it has come into books, so we have as human beings a cherished possession which it should be the business of education to unlock to us. In other words we have not understood the meaning of education unless it is a natural thing to us to go to these deeper thoughts of the men and women who fought so courageously and valiantly, even to martyrdom, in days gone by. We must take time away from our social and civic activities to get into books and find the ideals unlocked for us by our education. If we are not doing that, if we have no desire to do that, and the boys and girls have no desire to do that, we are failing in our system. If we have a large percentage of homes that have no books and a large percentage of boys and girls who have no desire to read books that are worth while, then there is something sadly wrong. Thought, all thought, is a great heritage that has been unlocked for us by education, in any educational system that is worth while. To sum up, first of all, ability in our job, and it is the business of utilitarian education to make that as worth while as possible. The second

type of education is in citizenship, in the needs and social activities we must undertake, because we live, not to ourselves but as communities, depending one on the other. The third is the wide field of education, of thought, which need not necessarily be of local atmosphere or of our time or our country, but the thought that has rung true throughout the ages.

If I had the time I could discuss some of the great men who have taken advantage of all three phases of education in that way. Viscount Haldane, one time War Minister, who in his professional life and civic responsibility was much in contact with the wide world of thought, was pre-eminently a man to whom education meant everything. If you have time read Haldane's Biography. You will find what education meant to a man of massive intellect throughout his lifetime.

What is the material we use in order to attempt to reach these ideas? What kind of material is the tool of the worker? Will you let me take you back with me to something of the history of the human race in order to get some appreciation of why we use certain material in order to attain these ideals of education.

There have been many races of animals that have inhabited this world (I speak for the moment as a geologist with a long sense of time), but not till the human race came was there a type of life which was able consciously to take environment and mould it to use. That only the human race has been able to do. You will say that is not absolutely correct, that before they were able to mould environment it had altered for their own use. Man moulded the environment of nature to his own purposes. Man was a wanderer for generations until someone found that seed and plant could be used for food. From that time on the human race became stationary and encouraged to live on agriculture, and with that stationing and encouraging the level of intelligence went up. It may have been a woman who discovered this because we speak of the Goddess Isis, Goddess of the Grain. It may have been a woman's ingenuity that found the seed of the plant would grow. When they found they could grow for themselves the food required, there was the beginning of the moulding of the human race by environment. From that time to now the progress of the human race has been through the moulding of conditions of environment to a better development of the race. Long before steel was manufactured in Sheffield the Indians of India were able to roast iron, and finally put it into the furnace with charcoal to make it ready for their use. That was another moulding of conditions to our use. A tremendously important thing for the human race is a knowledge of environment, and knowledge makes it possible for us to use that environment as time goes on for the higher purposes of men and women.

It was only natural that it should follow that when the human race became established in permanent communities there grew up a need for social conditions, regulations and government institutions of one kind and another which gradually developed the complicated condition of environment of the present day. There grew up that type of social science and philosophy which is a great part of our life today. If you expect to live

you find the demand of conditions to which you have to give your time, whether you live together as groups, as families or as individuals. There grew up as well very early, and there has continued to develop through contact, that sense of a community of ideas through spoken language. The human race has grown in ideas, in thought and in viewpoint because of that established language that we have.

These, then, are some of the things that have happened to the human race over a long period of time in the moulding of environment.

We take the resources and what are we to do with them? That is a moulding of our environment, a new modification to help us the better to go forward. The moulding of environment! The social relationship of it means the social virtues and taboos which are necessary because of community life and the higher things which come to us through the stabilization of life. The training of our young people is a human and social need. As a matter of fact, that is what is conscientiously or unconscientiously done by educators. First of all they must give the young people the background of environment, and the history of the human race in the development of its environment, in the development of intellectual and economic growth. Such a history gives a perspective to the boys and girls, a jumping-off place to go forward from. The history of peoples is a fundamental part of our school education. Secondly, they need that type of education which makes them the better able to fit into their human surroundings such as civics, social science of whatever kind, and economics so far as it is possible to give it in the school, but something of the development of the mediums of trade and markets; some idea of the growth of machinery.

Thirdly, our ideas are indicated by language, and our needs are indicated by language. If possible in the larger fields we should offer the study of languages but at any rate our own language in all its finer and more subtle meaning. Our moral viewpoint, our ideas, our relationships, are all tied up in one field, that of language. As to the material in our High Schools, of course a large part of the time is of necessity spent in the smaller country school in acquiring the necessary machinery of reading and writing and calculation which is the basis on which you put a large part of our education, and which is to enable the boys and girls to earn a living better. That is the foundation and on that are laid the other interests of which I have spoken. I think we must think of the material not only in the actual subjects but in the teacher, the philosophical background and why certain types of material are the things which seem best fitted today for acquiring an education in all its aspects. The teacher first, the teacher last, and the teacher always. You school trustees with duties of operation and administration are thinking about ways and means, but the critical factor is the teacher. Material is of less importance than the teacher. A good teacher will take poor material and a good teacher will take good material and use it to the benefit of the pupil. Is there anything we can do for the teacher? Very often she is a young girl, trained only to a limited extent, facing difficulties and facing dangers which

are pretty serious sometimes. If there is anything you can do, your first duty, if you are interested in education, is to help her. We do fail if we do not assist her in this piece of work, the work of training the young minds, the work of getting to the young minds here and there a vision that comes sometimes through school, that means all the difference in their success in life. Their profession is a tremendously important profession. The trouble has been we have not placed the importance on it we should have done, you and I and everyone else, speaking for the community at large. We find in many cases that we have girls with Grade XI standing and one year training, and on the average after two and a half years they drop out, and in that we are failing in this great business of education. We take a medical man, and the man who is going to practise law, and they have at least five years' training. The marvellous thing about this work of education is not that it is not done well, but that it is done so exceedingly well under the conditions under which we function. As a profession, teaching will never have the standing that other professions such as Dentistry, Optometry or Pharmacy have until we demand that training. The difficulty is that under our conditions the opportunities for the teacher are not such as to make possible a permanent type of profession such as the other professions are.

What can we do to help it? The time will come when a larger amount of training will be demanded, a higher school training if not a higher amount of professional training. The time is coming when teachers taking that higher training will demand better conditions than at present. It is true that your main work is the selection of the teacher and nothing is so important as that particular piece of work. It is true also sometimes the conditions for the teacher are not particularly happy.

It is necessary to speak at the present time of matters that need money because one recognizes in the conditions facing you, you have a great responsibility. A little more beauty surrounding the school and much more care of the sanitary conditions connected with the school and children would make much happier and better the lot of the teachers themselves. There is no question as times improve in many districts that that will be a matter of great importance to the school trustees and they are giving thought and time to it. We must all together think over conditions that will make possible the securing of the best teachers under the best conditions and the retaining of them in the profession as long as we possibly can. How that is going to become possible is not for me to discuss, but there is here a very vital question which concerns us deeply in our school education today.

One thing more: We have here a very practical people, a very practical country. We are working under pioneer conditions. We have a great piece of practical materialistic work to do. We have boys and girls with practical ability which is outstanding. If one were to compare the students, the boys and girls of any community of Western Canada, with those of old settled countries with long history, one would say this, that the boys and girls of this country, and the young

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CIVIC AND EDUCATIONAL VALUE OF MUSIC AND CLASS INSTRUCTION IN MUSICAL INSTRUMENTS

By J. S. ATKINSON, Director Canadian Bureau for
the Advancement of Music

Mr. Chairman, Sir, Ladies and Gentlemen:

Unfortunately, the study of music, especially the playing of the piano or other musical instrument, has been generally considered an accomplishment, or a sort of a finishing frill that the wealthy may give to their children. To you, men and women who are directly in charge of the general education of the children of this fair Province of Alberta, I wish to put forward the purely civic and educational value of music study.

True education is for the greatest effectiveness and the greatest happiness in the lives of our young people.

Let us consider briefly the Civic and Educational Value of Music Study.

Its Practical Value in Training for Everyday Life

The cultural and elevating value of music is readily acknowledged by everyone, and is conceded by all.

Few, however, realize the tremendous training qualities that the study of music, particularly the study of a musical instrument, has in developing the mind for the problems of everyday life,

and as that is the great essential in the training of the young it should be given a prominent place in the education of every boy and girl.

Develops Mental Faculties

Leading educationists now accord to music equal, if not greater, educational value than is possessed by the majority of the subjects on our regular school curricula. For instance, the value of music study in developing:

Concentration—There is no study that requires as close concentration, and this power, developed through the interest of the child in study and performance, is almost subconsciously attained without much effort on the part of the pupil.

Memory—The power of the mind to retain is not like a storehouse that will hold so much and no more, but it is a faculty—the more it is used, the greater is its capacity. This faculty is also largely one of association, and in the study of music it is rapidly and pleasantly developed.

Perseverance—In this phase of mental training, music study is almost paramount. Diligent, persistent and continuous study and practice are requisite; but every moment's practice and study brings almost instant reward in greater facility, and the child sees immediate returns for his efforts.

Self-Reliance—The ability to rapidly improve his knowledge and work tends strongly to foster self-reliance and confidence in himself. This is

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Address by Dr. R. C. Wallace

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men and women, may not be such keen students taken generally in those matters which are literary, philosophic, or in the field of pure science as those in the older countries; that they do not take to that field of work so naturally, but in the field of practical activity where the use of knowledge such as pure science is being applied to practical things they are outstanding and better than the students in the older countries. The boys and girls are facing in their own life these particular conditions which make for readiness of application and a knowledge of the practical things of life. However it may be, we have a very practical type of boy and girl and we find they take to applied science with the greatest readiness, enthusiasm and ability.

How far should we be guided by these facts in the development of educational systems? Should we make the most of it or should we not? There is a practical problem. You know very well a boy may know a motor car engine better than you do yourself, without any application, without any work on his part. He has that. How far should we develop along the lines of craftsmanship and applied science? We should go further than we are doing. It has been well stated by an able statesman in the Old Country that we have lost craftsmanship in the application of practical things. No doubt when times improve craftsmanship is going to come into a greater extent than it has yet and not only for one class of

boys and girls but for all boys and girls. The time is not ripe no doubt for any improvement in that direction, but should we go all the way in using that ability in one direction only? I feel we would be in danger if we did of losing our sense of the finer things in life, great literature, the appreciation of a fine picture, a sense of education and elevation that one may get from fine music. If in doing this work we can do it well and practically, and still have an appreciation of the newer spirit in Canadian art, an appreciation of a fine description in our literature, and of many of the better and more important things which do not come quite so easily, but things that will come, we will not lose our sense of perspective in education.

We have to do our work in a practical way to prepare this country for those who come after us, but if in the doing of that we have forgotten the things a country lives for infinitely more than the practical things, we have not done our duty. The things England lived for during the Industrial Revolution were not actually what came after, but for the few great men who lived and wrote and sang. The country I come from is known for its thrift, and love for education, but the thing it is remembered by is the love of a man who can touch our heart strings deeply, who can sing to us and all the world for all time. We must remember these are the deeper things, the things that Canada will be counted for having done something in, in the ages that come after. We must realize it is some of these aspirations that our leaders and our teachers are attempting to keep alive and stimulate and form, that will grow with us in Canada to the great honor of this country.

greatly augmented in his opportunities to demonstrate or "show off" his ability to others, and these opportunities are constantly offered to him by proud parents or the requests of friends.

Greater Power of Special Mental Faculties

The necessary clearness and accuracy in seeing the exact position of notes, their values, sequence and relationships lead to the development of clear observation and retention of what is seen; the ear must ever be alert to catch the exact tone and the hands must be ever ready to carry out the messages from the brain and transmit them through the instrument.

Mental Discipline—The co-ordination of the eye, ear and hand, the concentration necessary, the demand upon the memory, the call for perseverance, all combine to offer the best possible training in mental discipline, and it is secured in a most pleasant manner.

Self-Control—Self-control is thus fostered and developed almost without conscious effort on the part of the pupil.

If children should give up their music entirely after three or four years' study, this study would be of inestimable value to them in any work they might afterwards engage in, for the above faculties are those that are most in demand in any vocation. But music runs all through life, whilst of many other subjects studied in school the effect alone remains. It will also give unlimited pleasure and inspiration as long as life lasts. Even if they do not play much themselves, they will understand and appreciate music more, and they will get infinitely more from it as a result of their study.

Plato said: "Music is the best education that a State can give its children."

William E. Gladstone, that great English statesman, said: "Music is one of the most forceful instruments for training, for arousing and for governing the mind and spirit of man."

Dr. Charles W. Eliot, President Emeritus of Harvard University, said: "Music is the best mind trainer of the group." (By "group" he referred to the regular school subjects.)

Moral Influence

Music has a tremendous influence for good from a moral standpoint, in that it affords the best means of expression of the emotions. One of our outstanding Juvenile Court Judges recently said that in investigating juvenile delinquency they found that in a very large percentage of the homes of the delinquents the parents or guardians had given the young people no opportunity for emotional expression, and these bottled-up and suppressed emotions had boiled up and finally broken out in ways that produced fatal results. He went on to say that he considered music and art the very best means of emotional expression. To react against, and to ameliorate the "unrest" and the "must-be-on-the-go" spirit of the present age, there is no better influence than good music.

In Pennsylvania a few years ago a bureau was organized to utilize music as a remedial influence in insane asylums and in jails and other custodial institutions, as a means to help awaken in the minds of those incarcerated, their moral responsibilities to society. So successful has the work of

this bureau been that the State took it over, and this work has now been extended into many other States.

If music has had such a splendid effect in making these abnormal people normal, then surely it will prove a still more potent influence in keeping the normal normal.

Leisure Time

Music offers a pleasant and most cultural, highly educational and beneficial hobby—a hobby that will elevate the tastes and ideals—a use for our leisure that will pay splendid dividends throughout life.

Leisure Time is Crime Time—The way in which our young people spend their leisure time is the greatest factor in the formation of habits. Bad habits are not formed while we sleep, and rarely while we are working. It is the use of our leisure time and our associates in our leisure time that too often lead to tragedy.

"If young men had music and pictures to interest them, to engage them and satisfy many of their impulses and to enliven their days, they would not go to the low pleasures of the streets; they would have an alternative and would be too fastidious to do so."—BERNARD SHAW.

Every emotion in the human soul is stimulated by some form of music—the lower forms of music stimulating the lower emotions and the higher forms of music stimulating the higher and better emotions. Every child is exposed to music, and it is the duty and the responsibility of parents and school officials to see that the child's taste is developed for the better music in order to secure the resultant good influences upon his character. The surest and quickest way to do this is to familiarize him with good music, to teach him the fundamental principles of music, and to teach him to play himself. After all, the greatest asset of our country is the children of today—the men and women of tomorrow.

Home Influence

The home, however, is one of the greatest spheres of music. Music ties the home ties tighter by offering a mutual means of pleasure to all the members of the home. There is no greater influence in making our homes real homes, not places to eat and sleep in, but places where our young people can spend their evenings (in their own or friends' homes), enjoying the healthful recreations and pleasures which music makes possible, under good home atmosphere, and not under the doubtful influences which too often surround them in cheap moving-picture houses, dance halls and many other public places.

And the night shall be filled with music,
And the cares that infest the day
Shall fold their tents, like the Arabs,
And as silently steal away.

—Longfellow.

From the points I have already presented I am confident that you will agree, as leading directors of education who have studied the question have already agreed, that the study of a musical instrument is a very valuable subject from a purely educational point of view, and that the mental training secured thereby is a most valuable one for either a

boy or girl all through life regardless of what vocation he or she may later engage in.

Piano First

The piano is not only the basic home instrument, but, having fixed tones, a pupil makes more rapid progress on it than on any other instrument. This progress encourages the pupil and leads him on to further study. In the study of the piano the student learns harmony, in addition to melody and rhythm. In the study of other instruments and the voice, he learns only melody and rhythm, with little or no harmony. The piano, therefore, is acknowledged to be the best medium through which to give the student his first musical instruction. Many of the best music conservatories and colleges require their students to attain a certain proficiency in piano before allowing them to take up any other form of music study, even voice.

Group Study

We have generally been accustomed to see piano instruction given to one pupil at a time. The fee necessarily charged for this form of instruction has proved prohibitive for many thousands of boys and girls, regardless of their desire to study music, or their natural talent for music. These thousands of children have therefore had to go without instruction in music, and their whole lives have been darkened through this early financial handicap.

To remedy this condition, and to attain its objective of bringing music into every home in Canada, the Canadian Bureau for the Advancement of Music is organizing *Piano Classes*, chiefly in the schools after school hours; and offering the most thorough instruction at a nominal rate of twenty-five cents per lesson, by highly trained and experienced teachers, who have had special training in group piano teaching.

School Boards

These classes are conducted at no expense whatever to the School Boards. All we ask of School Boards is the free use of their rooms, where they have a piano, for an hour and a half immediately after school hours, and sometimes, where the number in a school desiring to take the work is large, on Saturday mornings. The School Boards we have already approached have been very willing to co-operate in this effort to secure music instruction for our financially less fortunate young people, and the young people are most appreciative of their kindness.

After all, our beautiful school buildings belong to the people, and have been erected at their expense. In the regular school work these expensive buildings are in use only slightly over one-eighth of the entire year. If a few hours further use of them, without the slightest cost, or the slightest interference with the school work, can be made of great value to the young people in the district, a help in brightening the entire lives of these young people, of what increased value these schools will be to the community.

Advantages of Studying in Group

By the class method the pupils naturally lose somewhat in individual attention from the teacher, but on the other hand the class method offers them many splendid advantages, such as—

The opportunity to compare their work and progress with that of others;

The privilege of hearing others' work criticized, commended, etc.;

The great advantage of the group enthusiasm and friendly competition which is engendered.

These advantages lead to the pupils in class work willingly and cheerfully practising, when too often pupils taking instruction from individual teachers have to be driven to practise. As one piano class teacher expressed it: "There is a glamor in the class study, and a strong thought-wave permeating the pupils in the class, that is of immense value."

General Plan

In the group method, usually about twenty-four pupils are started together, but subdivided into three classes of eight pupils each. After two or three weeks these classes are rearranged according to the musical ability of the pupils—the brighter ones and those applying themselves more closely are put together in one class; the pupils of medium application and ability by themselves; and the slower ones by themselves. This classification prevents bright pupils from being held back, and also prevents slower ones from being unduly pushed forward.

Small Classes

The classes are small—eight or ten pupils—and the teacher can closely supervise the work of each pupil. There is one piano in the room and each pupil has a dummy keyboard on his desk. The pupils, one at the piano and the others at their keyboards, all play the same exercises or tunes together and count together. While the dummy keyboards give no sound, the key is sounded on the piano by the pupil there, so that each pupil, even at his desk, hears the note, although he is only pressing a dummy key. Very careful attention is paid to hand position, fingering, etc.

Theory is very much more easily taught in classes. As a result, much more theory is taught and these pupils have a more thorough training in the fundamental principles of music—they understand what they are doing and become little musicians, instead of mere imitators with little or no knowledge of what they are doing. This leads to the pupils thoroughly enjoying and taking a keen interest in their work.

High Standing in Examinations

The thoroughness of the training is proven by the high standings the class pupils are securing in the regular music examinations.

Dr. Lawrence Mason, Music Critic of the *Toronto Globe*, after attending a demonstration of this class work in the Kimberley School, Toronto, wrote in the *Globe* as follows:

"The *Globe's* music critic was called on for comment, and expressed his thorough endorsement of the work being done.

"Children from 6 or 7 to 10 or 12 years of age participated in the demonstration, which was both theoretical and practical. These two sides were effectively interrelated, a sound foundation being laid in both the understanding of musical terms and principles, and the ability to apply this knowledge in actual performances on the keyboard. Simple little compositions were played with much ease, accuracy and rhythmic vitality, as well as with evident thorough rudimentary feeling for touch, tone, and even expression. Remarkable examples of ear-training were given, and in every way the children showed not only a most gratifying degree of accomplishment, but also a most desirable joy in their

work. It is by making us happier that music makes us better, and these little people are so enthusiastic that they are going to continue their piano classes, twice a week, right through the month of July. School teacher, Board of Education and Canadian Bureau of Music, as well as the children and their parents, deserve hearty congratulations upon last night's excellent demonstration."

Helps Other Studies

Nor does this work interfere in any way with the pupils in their other studies. On the contrary, it seems to awaken a greater ambition and their work in their regular studies is improved.

Beneficial Results to the Private Teachers

Not only will the local piano teachers have the additional remunerative teaching of these classes (the teacher gets the entire fee paid by the pupils), but these classes will get started in piano a great many young people who would never have started otherwise, and after one or two years in class work, the majority of them, owing to the keen interest they have in their work, will continue their instruction, under private teachers.

This class instruction in piano is proving so successful that many of our leading teachers are beginning to feel that all the first two years of piano study will soon be done in classes; the private teachers will then take them on through the advanced work.

Piano class work has been conducted in Great Britain and Europe for many years, and in the United States for the past fifteen years or more. It is now organized and proving very successful in many cities and towns in Canada, among which are the following:

Toronto, Montreal, Ottawa, Regina College, Regina, Saskatoon, Edmonton, Calgary, Vancouver, Victoria, New Westminster, Lethbridge, Moose Jaw, Brandon, Hamilton, Fort William, Kitchener, Lon-

don, Chatham, Stratford, Guelph, Belleville, Paris, Galt, Dundas, Burlington, Swift Current, Welland, Wetaskiwin, High River, Windsor, Sandwich, Walkerville, and a large number of other places, too numerous to mention, including many small places and even some one and two-room schools.

In many other places the School Boards have authorized the work and it will be organized as soon as teachers have qualified by taking courses in group methods for piano teachers, which we arrange to hold from time to time in their respective districts.

Over thirty thousand children throughout Canada are now enrolled in these piano classes.

The Canadian Bureau for the Advancement of Music has no pecuniary interest in these piano classes, other than the development of music, which is our work, and purely from a philanthropic point of view. We are supported entirely by voluntary contributions. Good music in every home in Canada, and the bringing of thorough musical instruction within the reach of every boy and girl in Canada, is our objective.

I wish to thank your Association for the privilege of presenting this matter for your consideration.

And now let me appeal to you Trustees to bring this matter to the attention of your respective School Boards, and permit the use of your school rooms, one room with a piano, after school hours, to the children in your schools, so that they may have the opportunity to learn to play the piano by this attractive and thorough method. Give them an opportunity to know something of music—encourage them to select the best music and teach them not only how to make a living, but also how to live.

Write us and advise us that you have authorized these classes in your schools after hours, and also please give us the names and addresses of the piano teachers in your respective districts. We shall then communicate with them and arrange courses to prepare them for the work.

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